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Great Cities Program for School Improvement, Chicago, Ill.

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Surveys of the data processing systems and the innovations in instruction and resource materials in 16 school districts in the cities of Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Memphis, Milwaukee, New York, Philadelphia, Pittsburgh, San Diego, San Francisco, St. Louis, and Washington, D.C., are detailed in this report. The primary use of data processing in these districts is payroll processing. The study lists and evaluates the cost and present applications of data processing. It recommends a pilot program to promote personnel data systems, pupil data systems, program budgeting with textbook control as a major sub-system, and kindergarten to twelfth grade curriculum development for computer assisted learning. "Creativity in Urban Education" inventories over nine hundred kindergarten-through-adult-education, locally-developed materials, programs, and projects, describing level, audience, medium, place of development, and availability. The study's concluding conference provided seminar discussion of "The Community Role in Identifying Needs and Planning Programs" and seminar discussion with consultants of early childhood education, changing practices in instruction and their acceptance by parents and teachers, pre-service and in-service training, language development, and vocational education. (MM)

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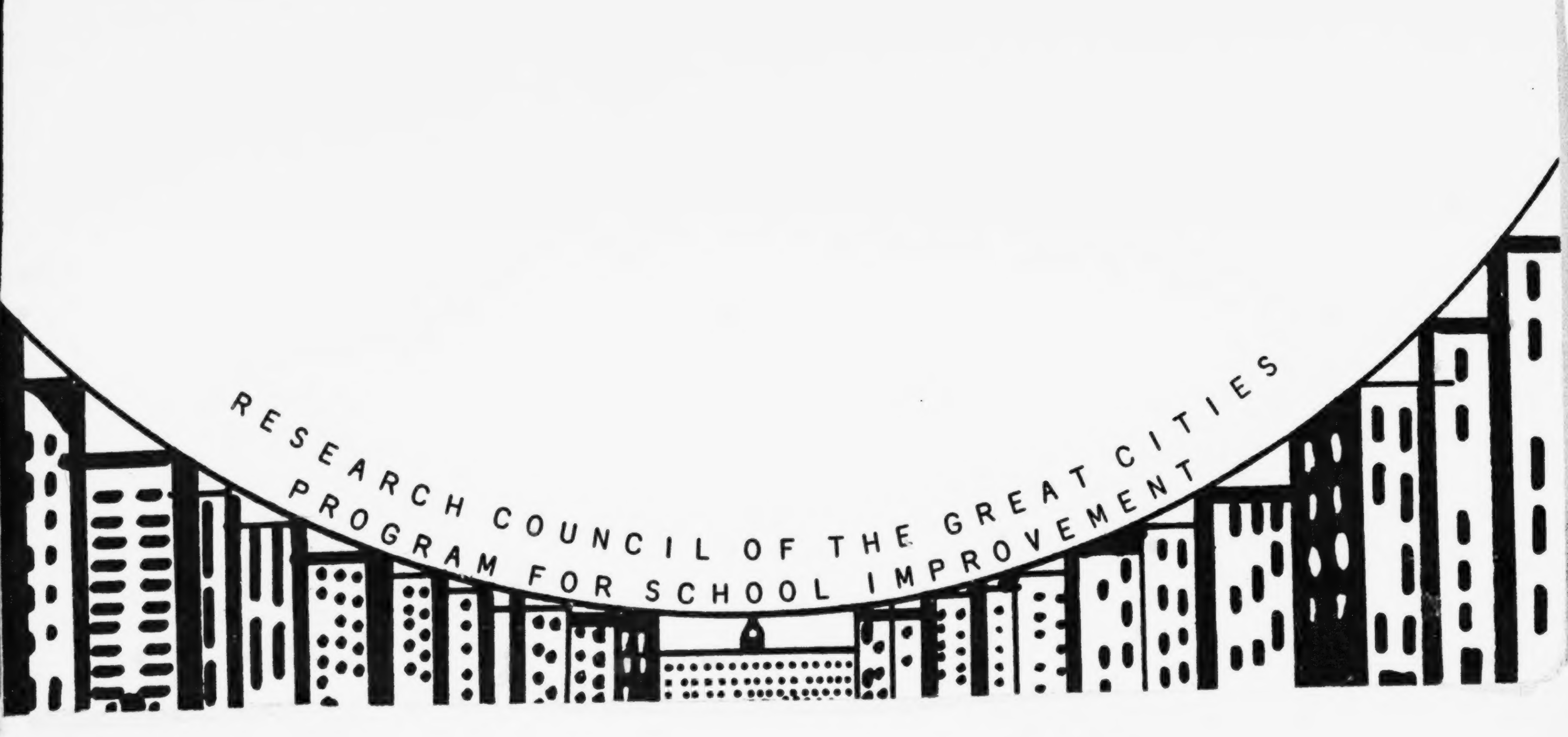
EXHIBIT A

DATA PROCESSING IN THE GREAT CITIES

MARCH 1967

A Study of the Status and Inventory of the Uses of Computers and Associated Hardware in the Member School Districts



RESEARCH COUNCIL OF THE GREAT CITIES
PROGRAM FOR SCHOOL IMPROVEMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RESEARCH COUNCIL OF THE GREAT CITIES

PROGRAM FOR SCHOOL IMPROVEMENT

DATA PROCESSING IN THE GREAT CITIES - 1967

A Study of the Status and Inventory of the Uses of Computers and Associated Hardware in the Member School Districts

EM007234

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..Benjamin C. Willis Educational Services, Inc.

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The discovery, diffusion, dissemination and implementation of any new idea in education are similar to the pace of the speeding tortoise. Efforts must be directed toward reducing the time span between the creation of invention and the use of the design. Education is presently encountering a new phenomenon which cannot wait for the usual fifty-year interval. This new event - known as automation - is here to stay. Its impact is being felt and the educational community must accept this recognition.

This new occasion is also dictating that education not pick and choose partial facets of the new technology for the purpose of satisfying the critical avengers. In this instance, the new fad cannot be taken as a separate entity. It must be the consideration of a total package. To do otherwise and consider only a partial inclusion would stir the often used exclamations of poor planning, ill-conceived - why not go all the way.

-- Dr. Robert Beynon
"The Total Systems Concept"
Data Processing for Education
December, 1966

SECTION I

INTRODUCTION

I INTRODUCTION

This report contains the findings of a survey of the sixteen cities of the Research Council of the Great Cities Program for School Improvement (hereafter referred to as the Research Council). The broad objectives were to study the relative status and to inventory and to compare the present automated information system developments in member districts of the Research Council. The member districts, listed in order of investigation, include Baltimore, Boston, New York City, Buffalo, Cleveland, Detroit, St. Louis, Chicago, Washington, San Diego, Los Angeles, San Francisco, Milwaukee, Memphis, Pittsburgh, and Philadelphia.

Purpose of the Study

The purpose of the study is to assist the member school districts of the Research Council to coordinate their research and development efforts to meet the communications and information needs of the public schools in their respective cities. The study includes, but is not limited to, the following points outlined in "Proposal for Research and/or Related Activities Submitted to the U. S. Commissioner of Education for Support through Authorization of the Bureau of Research," January 1, 1967:

1. Inventory computer and related hardware including that on the floor, on order, rented, leased, contracted or made available by other arrangements.

2. Survey information system personnel including number and type of staff by position, personnel and training characteristics, sources of manpower supply utilized and other related information.

3. Analyze the degree of development, scope of data, files and machine programs, file maintenance routines, format compatability and related information on operational programs and systems. Areas of information regarding pupil, personnel, facilities, finance, program and school-Community characteristics will serve as primary focus for the study.

4. Identify the utilization of system output; i.e., what is produced, what persons, groups or organizational units receive it, what use is made of the information furnished. Also, the variety of applications and services assisted by the school districts computer capability.

5. Inventory and describe applications of computer programs to facilitate required information for Federal programs.

6. Analyze fiscal requirements of present and projected E.D.P. operations, sources of revenue used, budget allocations approved, percent of total and other budget categories utilized for support of operations and such other information as will aid in describing the cost basis of computerized information activities in the school districts.

7. Briefly survey the current validity of data in files, productive and process error rates, extent of file contamination, and other information necessary to the maintenance and control of valid and reliable information handled by the systems.

8. Survey methods of permanent record storage, file security, and criteria used to control the distribution to management.

9. Inventory the extent to which present school district computer applications and file data are used in the districts.

10. Inventory publications, training, documents, guides, and computer print-outs for organizational documents produced or used by the districts in assocation with their computer and systems activities. Included will be materials designed for instructional applications for courses utilizing the computer or associated hardware as well as those focusing on computer occupations.

11. Inventory and describe school districts' in-service training programs and special activities for school district staff members in the information systems area with special reference to computer and associated hardware applications.

12. Describe and analyze the organizational structural pattern of computer systems operation within the school districts; special reference will be given to authority-responsibility, general and differentiated function relationships. Included will be a survey of staff attitudes toward function, organizational relationships and leadership relative to computer services and information systems operation.

13. Such other information as deemed necessary and appropriate.

Approach

The researcher spent one full day in each city, following a formatted data gathering process. In some instances the survey was very broad and non-specific, and in others as detailed as time allowed. Because of time and cost restrictions, no attempt was made to verify and edit the data. Much of the information was orally given, and errors in communication and recording could have occurred which may be reflected in this report. However, every attempt was made to obtain accurate information.

The following data has been recorded in the working papers and is available at the Research Council office:

Basic District Information

District personnel contacts

Student population by grade level with effective date of information

Analyses of state aid, administrative reporting, and grading systems

Pupil transiency and attendance methods

Student test scoring, analysis, and processing frequencies

Requirements for geographic analyses of students, i.e., spot maps, directories, attendance areas

Availability of individual student information

Numbers of schools by category, square mile area, and school communications

Central office organization structure, supporting area offices, and distribution centers

Analysis of school clerk/secretary positions

Detailed staffing of personnel and payroll functions

Total district staff, budget, and method of assigning substitute teachers

Data Processing

Organization placement, relationships, and budget

Analysis of positions, salaries, source of personnel

Physical facilities

Equipment analysis

Operational and planned applications

Extent of data processing education in secondary schools and junior colleges

Extent of equipment laboratories, computer-assisted learning, and in-service education as applied to implementation of data processing activities

Use of consultants and service organizations

GLOSSARY OF TERMS USED IN DESCRIBING EQUIPMENT

K: Refers to thousands of characters of data that can be contained in a computer at a given time. Normally, much of this data is in the form of instructions to the computer (programs). The amount of K largely determines the complexity of the problems that can be resolved in a given machine run and also affects the processing speed of tape read/write operations.

DISC STORAGE: A method of filing machine readable data that permits retreval in random order at high speed. The IBM 1311 handles "disc packs" of two million characters each. Disc packs are interchangeable to allow any number of files of two million characters each. The IBM 1311 is popular with school systems since it is available at a sixty percent educational allowance.

EAM: Electric accounting machines. Generally capable of a few specific functions using only cards and operating at relatively low speeds.

UNIT RECORD EQUIPMENT: Commonly used interchangeably with the term "EAM" or "tabulating equipment."

SECTION II

BACKGROUND AND OBSERVATIONS

STATE AID AND PUPIL STATISTICAL REPORTING

This subject, state aid and pupil statistical reporting, invariably causes controversy when establishing an electronic data processing center. In school administration it is normal to have at least two, and sometimes three, bases of reporting information.

This is a subject that should be examined critically because it can mean the difference between an over-priced installation which cannot handle the volume of data and an economically operating data center.

No conclusions are made, except to comment that a standard approach to recording and reporting detailed data on teachers, pupils, finances, and facilities should be accomplished if one is to eliminate considerable duplication of effort and is to accomplish a meaningful management communication system.

As the basis for this conclusion, the following methods are used in the sixteen cities:

> Baltimore: All reporting is on a calendar-month basis. State aid is on a one day only basis (September 30) and is calculated on membership only.
>
> Boston: All reporting is on a calendar-month basis. State aid for private, parochial, and private schools is on a one day only basis (October 1) and is calculated on membership of pupils whose parents reside in the district.
>
> Buffalo: Administrative financial reporting is on a calendar-month basis. State aid is based on eight five-week periods per school year and is calculated for the four best periods out of the eight based on average daily membership and attendance.
>
> Chicago: Financial reporting is on a calendar-month basis. Pupil statistics are produced for ten four-week periods for each school year. State aid is based on eight approximate five-week periods per year and is calculated on the basis of the four best periods out of the eight for full membership and attendance.
>
> Cleveland: Administrative reporting is on a calendar-month basis. State aid is based on the first five-day period in October and the first five-day period in February and is calculated for membership only.

Detroit: Financial reporting is on a calendar-month basis. Pupil statistics are produced for ten four-week periods each school year. State aid is based on the fourth Friday after Labor Day only (one day) and is calculated on the basis of membership.

Los Angeles: Administrative reporting is based on ten four-week periods. State aid is on average daily attendance on the same basis.

Memphis: Administrative reporting is based on ten twenty-day periods. State aid is based on the highest two of the first three periods.

Milwaukee: Administrative reporting is based on ten four-week periods. State aid is based on single day membership on the third Friday of September.

New York: All reporting is based on eight five-week periods per school year. State aid is on the same basis and is calculated on membership for the four best periods of the eight.

Philadelphia: Administrative reporting is based on the calendar-month. State aid is based on membership by calendar-month.

Pittsburgh: Administrative reporting is based on ten four-week periods. State aid is based on average daily membership on the July report.

San Diego: Administrative reporting is based on ten twenty-day periods. State aid is based on the best three of the ten periods.

San Francisco: Administrative reporting is based on ten four-week periods. State aid is based on average daily attendance in the school months of January, April and June.

St. Louis: Administrative reporting is on a semester basis only. State aid is based on the two semesters and is calculated on membership and attendance for each semester.

Washington: Administrative reporting is made in four nine-week periods. State aid is based on single day membership on October 20.

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EXHIBIT A - STUDENT POPULATION

City	Elementary		Junior High School		Senior High School		Total	
	Schools	Students	Schools	Students	Schools	Students	Total Schools	Total Students
Baltimore	168	112,706	17	40,983	34	7,332* 30,796	219	191,817
Boston	148	55,890	17	16,082	19	21,068	184	93,040
Buffalo	74	47,527	5	5,640	8* 14	18,452	101	71,619
Chicago	400	420,000			109* 87	153,000	596	573,000
Cleveland	134	87,898	26	30,667	6* 13	9,853* 24,514	179	152,932
Detroit	225	170,342	56	62,096	23	65,391	304	297,829
Los Angeles	440	377,233	71	99,456	6** 28* 55	180,648	600	657,337
Memphis	119	67,468			21	52,591	140	120,059
Milwaukee	123	89,431	15		1* 3* 11	2,697* 33,988	153	126,116
New York	597	597,125	141	206,600	44* 89	7,200* 263,700	871	1,074,625
Philadelphia	204	150,500	28	58,827	Tech 5 18	10,091* 50,788	255	270,206
Pittsburgh	88	50,484	7		Voc. 3 Jr-Sr 8 K-12 5	31,226	111	81,710
San Diego	115	72,028	19	26,453	10* 11	25,105* 22,647	155	146,233
San Francisco	94	49,440	15	20,248	1** 17* 8	19,792 4,525*	135	94,005
St. Louis	150	91,782			1** 12	24,324	163	116,106
Washington	140	92,336	27	28,524	2* 16	649* 20,330	185	141,839

* College

** Ungraded or Special

EXHIBIT B - STAFF STATISTICS

City	Personnel			School Clerks	Percent of School Clerks to Inst. Staff
	Inst.	Non-Inst.	Total		
Baltimore	8,473	3,500	11,973	270	3.2
Boston	4,760	1,170	5,930	95	2.0
Buffalo	3,633	1,134	4,767	149	4.1
Chicago	23,000	10,000	33,000	1,193	5.2
Cleveland	6,024	3,270	9,294	390	6.4
Detroit	12,396	5,400	17,796	599	4.8
Los Angeles	27,522	14,233	41,755	1,792	6.7
Memphis	5,200	3,000	8,200	164	3.2
Milwaukee	4,665	2,115	6,780	305	6.5
New York	59,742	25,184	84,926	2,665	4.6
Philadelphia	10,589	5,700	16,289	466	4.4
Pittsburgh	4,544	1,450	5,994	183	4.1
San Diego	5,249	2,342	7,591	465	8.8
San Francisco	4,598	1,302	5,900	237	4.7
St. Louis	4,500	1,929	6,429	245	5.4
Washington	6,830	2,234	9,064	533	7.8

EXHIBIT C - DATA PROCESSING PERSONNEL-BUDGETS

	Data Processing Personnel					Data Processing		
City	Adm.	Sys/Prog.	Comp. Opr.	Unit Record Other	Total	Budget	% of Total Dist.	Ave. Cost Pupil
Baltimore	8	11	4	25	48	$ 496,000	.43	$2.59
Boston	3	4	6	7	20	250,000	.49	1.33
Buffalo	1	3	2	13	19	163,000	.35	2.27
Chicago	9	33	16	50	108	2,061,908	.52	3.60
Cleveland	3	5	5	13	26	240,000	.31	1.57
Detroit	4	7	4	20	35	418,000	.25	1.40
Los Angeles	5	29	8	78	120	1,484,000	.24	2.26
Memphis	3	9	2	17	31	329,066	.66	2.74
Milwaukee	2	6	3	10	21	452,000	.53	3.58
New York	9	37	12	121	179	3,031,000	.22	2.82
Philadelphia	5	17	5	17	44	1,000,000	.43	3.71
Pittsburgh	1	5	0	11	17	260,000	.52	3.17
San Diego	3	7		21	31	476,000	.48	3.26
San Francisco	2			11	13	353,000	.45	3.86
St. Louis	5	9	5	16	35	495,000	.78	4.26
Washington	1	-0-	-0-	6	7	55,000	.06	.39

EXHIBIT D

DATA PROCESSING COSTS/PERCENT OF DISTRICT BUDGET

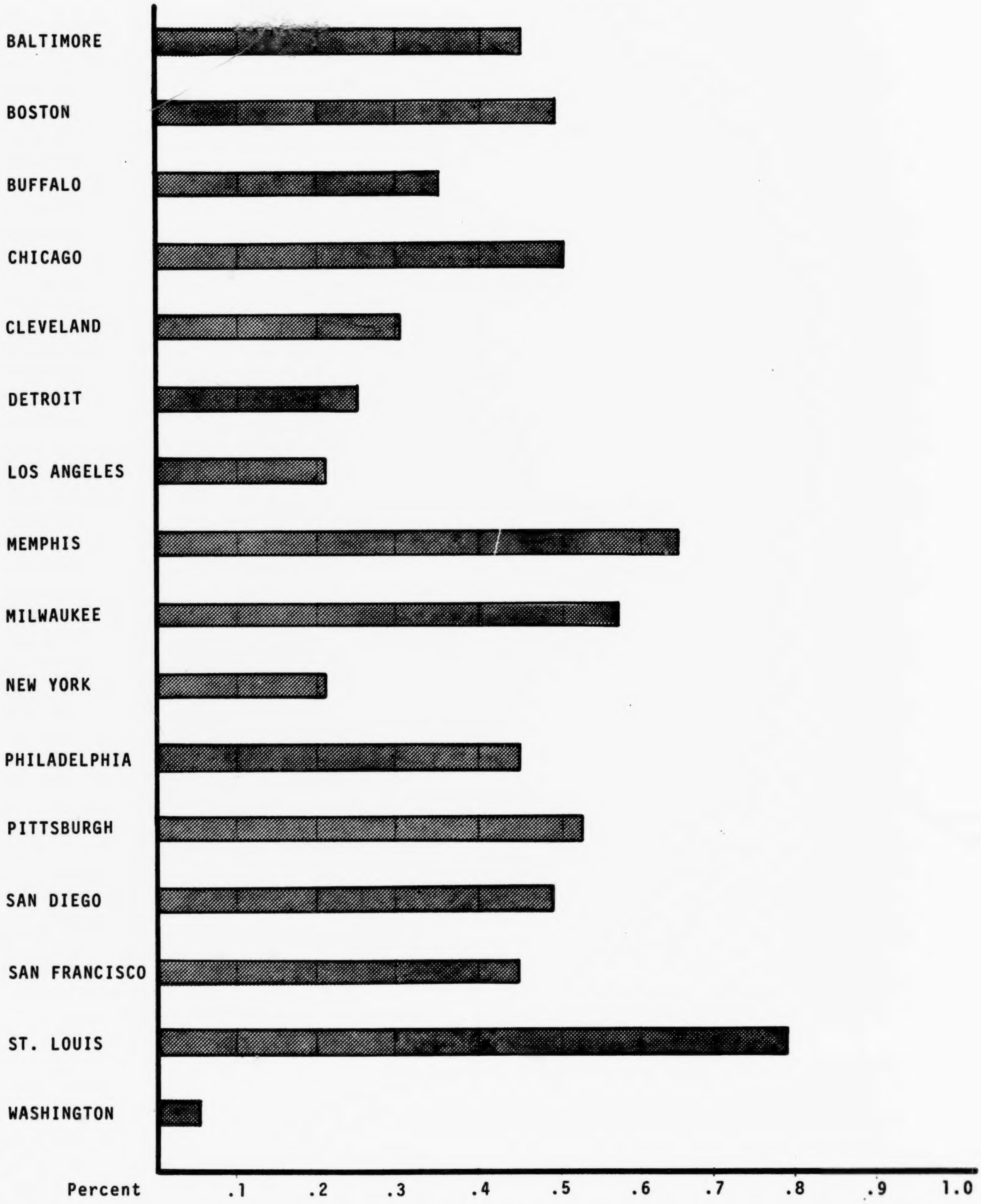


EXHIBIT E

DATA PROCESSING COST/PUPIL

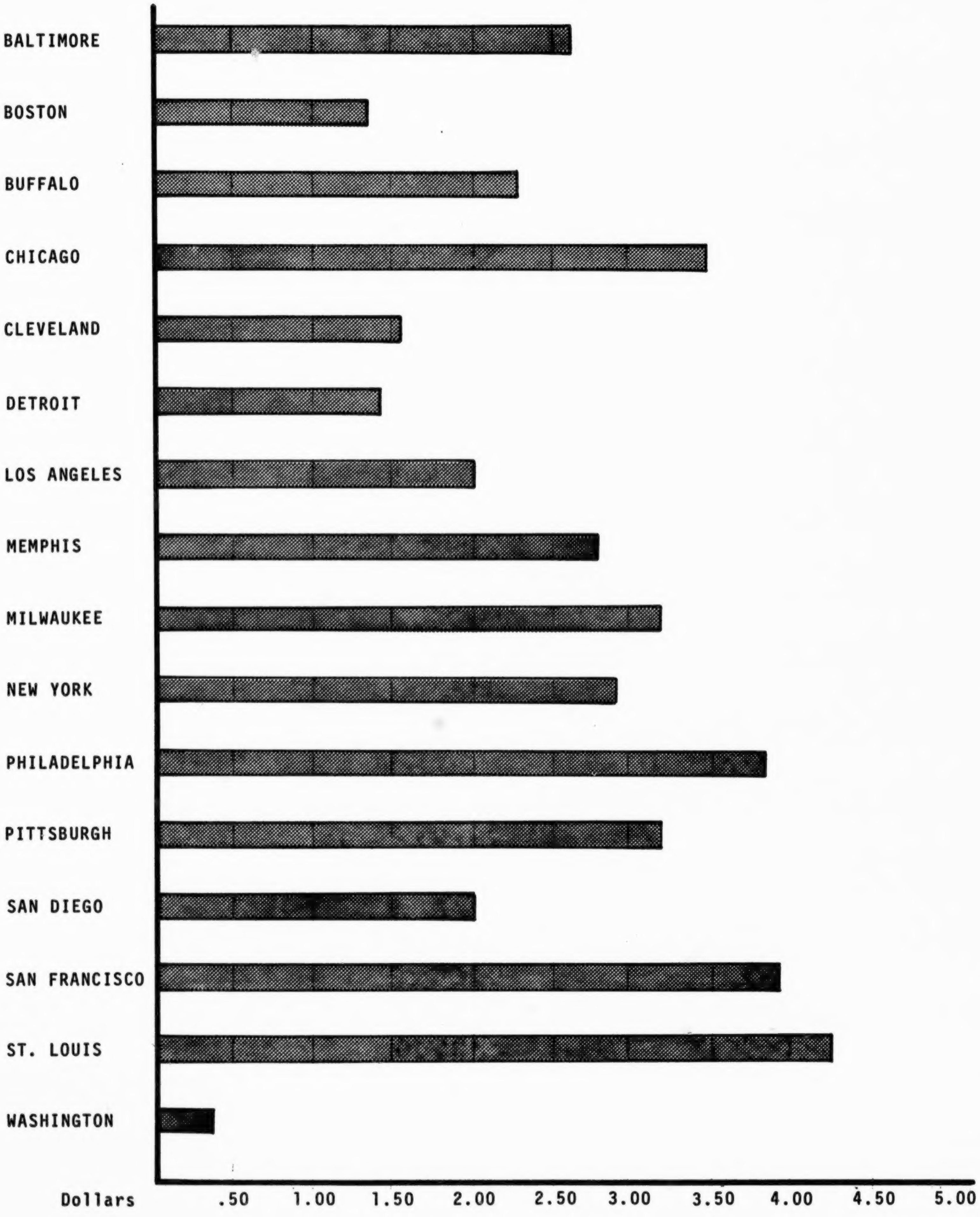


EXHIBIT F - DATA PROCESSING EQUIPMENT

City	On Hand				On Order				Total
	U/R	Comp.	Other	Total	U/R	Comp.	Other	Total	
Baltimore	30,468	156,000*		186,468					186,468
Boston	17,220	81,600	8,000	107,820	3,600			3,600	111,420
Buffalo	12,000	66,600		78,600					78,600
Chicago	75,488	499,435	308,000	882,923					882,923
Cleveland	38,304	51,660		89,964		72,000		72,000	161,964
Detroit	37,668	192,620	16,800	247,088					247,088
Los Angeles	268,350	335,376	603,726						603,726
Memphis	33,132	125,932		159,064					159,064
Milwaukee	60,520	134,400		194,920					194,920
New York	134,961	289,119	19,008	443,088		290,000		290,000	733,088
Philadelphia	36,600	271,200		307,800			383,500	383,500	691,300
Pittsburgh	40,000		Carnegie 100,000	140,000					140,000
San Diego	68,988	105,036		174,024					174,024
San Francisco	45,180	54,012	Reg. Cntr. 110,000	209,192					209,192
St. Louis	20,000	159,300		179,300					179,300
Washington	17,052			17,052					17,052

* Owned Computer, Equated to Rent

EXHIBIT G - DATA PROCESSING SALARIES COMPARISON

C = City District A = City Average		Administration		Systems		Programming	
		Min.	Max.	Min.	Max.	Min.	Max.
Baltimore	C	10,218	15,743	8,709	12,173	6,740	9,597
	A	12,176	21,500	8,644	13,468	7,280	11,908
Boston	C	13,000	15,000	8,000	10,000	6,500	8,000
	A	10,920	23,920	11,336	14,248	7,592	9,100
Buffalo	C	7,900	9,600			6,400	8,000
	A	11,388	14,040			8,112	10,400
Chicago	C	12,600	21,120	8,232	13,404	7,464	9,072
	A	11,856	25,324	10,192	14,300	7,540	11,336
Cleveland	C	8,400	14,400	6,600	11,400	4,800	10,800
	A	9,880	20,748	9,516	15,392	7,748	10,972
Detroit	C	10,460	17,435			5,408	10,300
	A	15,340	25,428			8,268	11,388
Los Angeles	C	14,832	22,404	11,280	14,040	10,104	11,904
	A	11,596	26,884	11,544	16,120	8,424	9,880
Memphis	C	10,000	15,500	7,200	9,300	6,000	8,000
	A	9,048	13,832	9,100	9,100	7,176	8,268
Milwaukee	C	9,600	11,640	9,384	11,364	5,820	9,696
	A	12,896	19,240	9,464	10,556	7,228	10,556
New York	C			8,600	11,500	7,400	9,200
	A			9,100	15,184	7,124	9,568
Philadelphia	C	12,000	21,000	10,000	17,000	7,500	11,000
	A	12,220	25,948	11,232	14,664	7,956	11,596
Pittsburgh	C			9,500	11,000		
	A			11,544	14,092		
San Diego	C	8,400	19,200	8,400	14,400		
	A	13,000	14,976	10,660	11,648		
San Francisco	C	10,028	13,392				
	A	11,648	20,540				
St. Louis	C	12,000	16,065	8,600	10,500		
	A	13,104	15,860	10,348	13,000		
Washington	C	6,400	7,900				
	A	12,688	21,424				

Notes for Following Exhibit

Taking the total dollars invested in data processing (ranging from $55,000 to over $3,000,000 annually) indicates for each district the data processing cost as one hundred percent.

The September/October 1966 issue of Harvard Business Review carried an article reviewing the data processing expenditures of thirty-three large individual organizations and the percentage to the total investment of

A. Equipment rentals

B. Operating costs

C. Systems planning

Since systems and programming effort is a yardstick used to denote planning effort that is applied to new application development, we feel that the district-by-district comparison to the Harvard Business Review article is worthwhile.

EXHIBIT H

DATA PROCESSING COST ALLOCATION

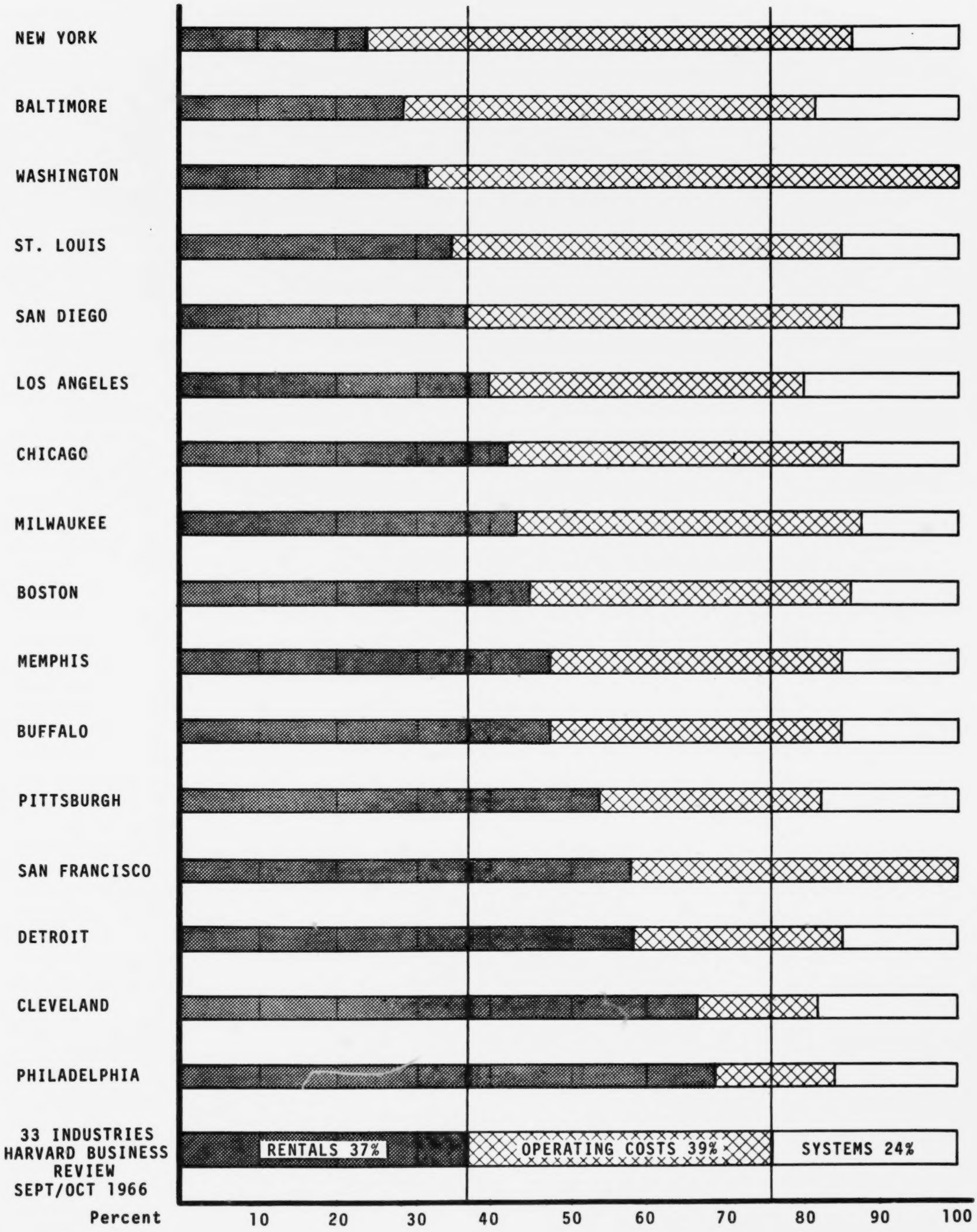
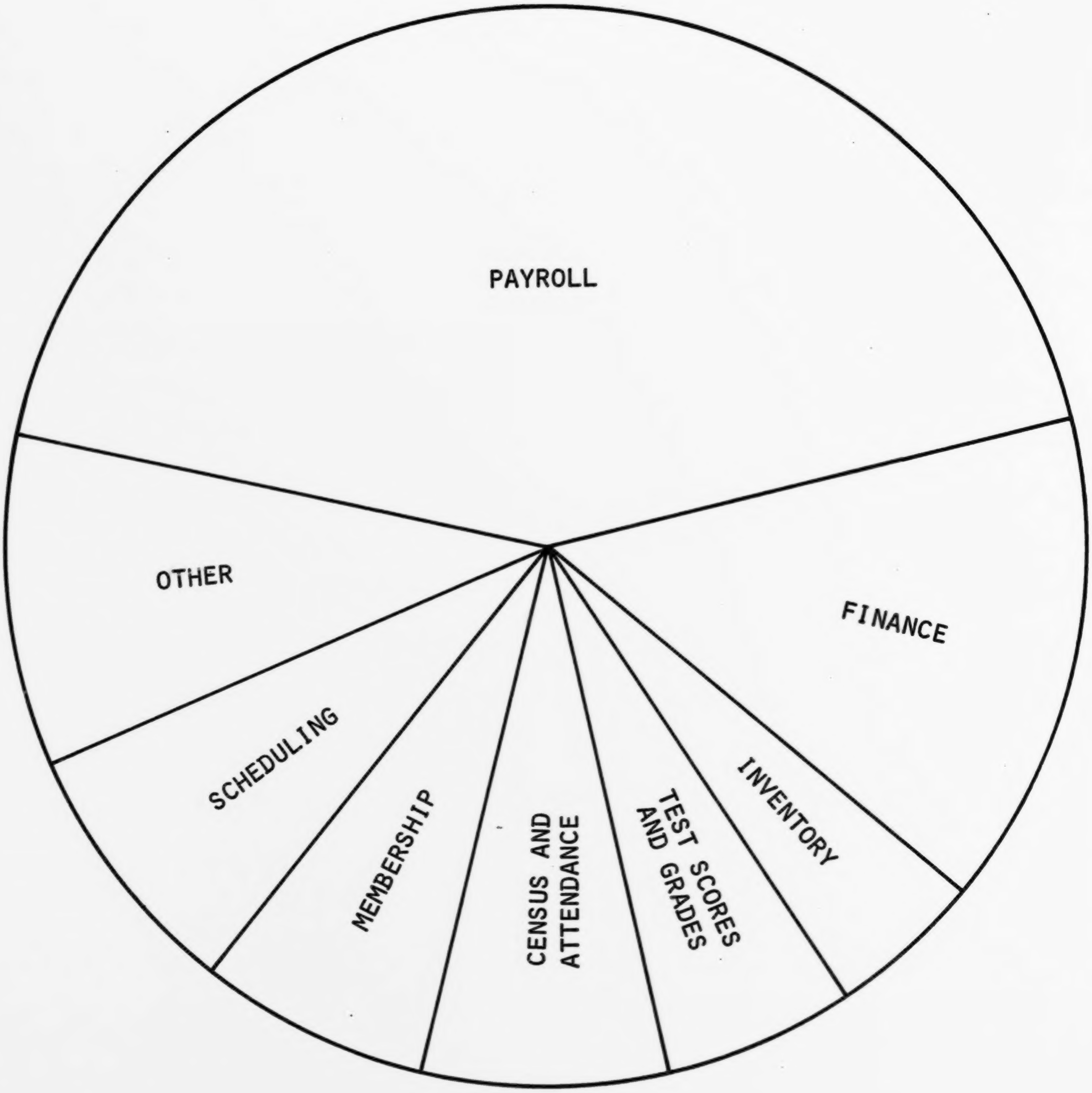


EXHIBIT I

WHAT THE GREAT CITIES ARE DOING IN DATA PROCESSING



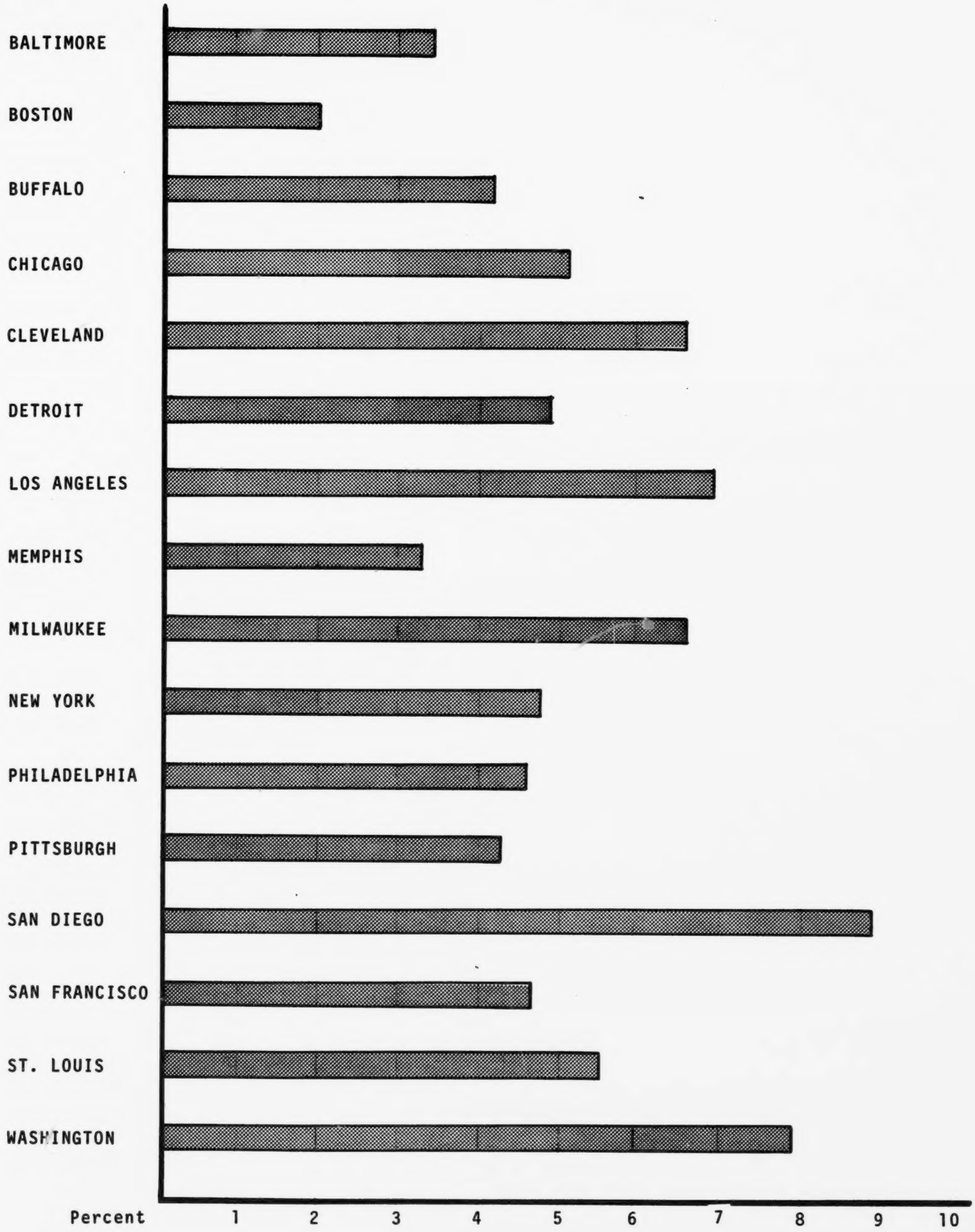
Notes for Following Exhibit

The role of the school clerk in data processing is of vast importance. She has the basic responsibility for gathering and transmitting the basic data from which so many conclusions will be drawn and decisions reached. Inaccuracies at the school clerk level can result in reporting distortions which could prove harmful to the school and to the district. It is not unreasonable to anticipate the need of a fifty percent increase in school clerical effort during the conversion to electronic data processing, since for a time the input requirements overshadow the results. Failure to furnish a sufficiency of fully trained clerical help at this time adds to the burden of instructional personnel and creates resentment and often resistance at the school level.

5

EXHIBIT J

PERCENT OF SCHOOL CLERKS TO INSTRUCTIONAL STAFF



SECTION III

SCHOOL DISTRICT SUMMARY

INTRODUCTION

The type and quantity of equipment and the range of applications vary widely among the sixteen city school districts. There seem to be no consistent patterns of kind and complexity of hardware or of use on the basis of geographic location, budgets, size of population, or kind of application.

However, one characteristic seems to be common: In the majority of districts, there would be no data processing function in existence were it not for payroll processing. Generally, data processing has followed the use of equipment in industry - payrolls, supply requisitioning, and end-of-month financial statistical reporting. Most districts have a definite plan, but limited funds, to extend their data processing activities to those application areas associated with the education processes. In our term of reference, the following broad applications are considered to be educational applications:

1. Personnel, wherein the educational qualifications, degrees, experience, evaluation and progress of instructional personnel are processable
2. Student accounting (i.e., membership, attendance, grade reporting, test scores), wherein data is in a medium that is processable, controllable and updated on a frequent basis
3. High school programming
4. Research, wherein data in files is usable for statistical research
5. Statistical reports which measure population movement and predict facilities development and attendance areas
6. Automated systems for assisting the placement of day-to-day substitute teachers
7. Data processing education in secondary schools, i.e., technical, academic and problem-solving programs

Brief explanations of the uses of data processing in each of the city districts are given on the following pages.

BALTIMORE

A. REPORTING RELATIONSHIPS

Dr. Orlando Furno, Director of Research, reports directly to the superintendent and has the following functions under his direct responsibility:

Central Research Administrative Pool

Instructional Research

Population Studies

Records and Statistics (including centralized microfilming)

Systems and Programming

Data Processing

B. DATA PROCESSING BUDGET

The Bureau of Research has a total budget approximating $495,000. Since all of the functions above are interrelated, it is difficult to identify those specific costs related to data processing only.

Systems and Programming and data processing have a combined budget of approximately $300,000; however, data processing activities are involved in the other four administrative functions.

C. DATA PROCESSING STAFF

There are approximately eleven positions in Systems and Programming and fifteen positions in Data Processing.

D. DATA PROCESSING EQUIPMENT

Equipment consists of:

1 - 16K - 1401 Tape System with disc storage which was purchased

BALTIMORE

1 - Digitek test scoring unit

10 - Key punch and verifiers

9 - Other units of unit record equipment

Since the computer is owned, annual equipment costs are under $70,000. Payrolls are processed by the city and Dr. Furno plans to extend their computer capability through the use of the city's 360 system, particularly for high school scheduling. The 1401 computer (with a value of $500,000.) was purchased from loan funds. Service and preventative maintainence totals $10,000 annually.

1401 purchased computer has been reflected as equivalent rental on chart (Exhibit F)

E. APPLICATIONS SUMMARY

Basic Applications:

High School Scheduling (experimental) - Four senior high schools are planned for September 1967, using the City of Baltimore's 360 computer. Senior high schools comprise eighteen schools with approximately 32,000 students

Baltimore Junior College - Registration and grade reporting

Child Population Register - Teachers report of pupils on roll as of October 31 each year. Data includes child's formal name, identity number, address, birth date, race, sex, and tuition status, all by censes tract and tax block

Building reports for school building planning

Pupil Attendance - For planning, state aid and statistical reports

Records and statistics for adult education

Central office admission application

BALTIMORE

Planned applications include cafeteria accounting and greater detailed expenditure accounts for program budgeting.

Eighty-two schools are functioning through thirty-two reporting centers. One hundred sixty eight schools are on a manual basis and will be encompassed into the attendance system gradually as time permits.

Information is processed on a month-end basis which includes new entrees, withdrawals, and summary attendance by room and grade. Basic objectives are a month-end inventory of pupils with corresponding administrative statistics. Although a longitudinal cumulative record of each student is desired by the administration, the present system, as applied to all pupils, serves basic administrative requirements. Input for the attendance system is designed for the Digitek optical scanner.

The Bureau of Educational Testing has a complement of unit record equipment and plans are in process for incorporating student test results as a part of the summary attendance system.

The Bureau of Research is analyzing various computer assisted learning systems but there are no definite plans for applying Computer Assisted Learning in the Baltimore Public Schools presently. One data processing class of twenty-five students meets each Saturday morning, and approximately fifty students are participating in a mathematics course using computer programs. An on-the-job training program for ten computer operators and programmers has been planned under ESEA Title I to begin this summer.

F. ATTACHMENTS

Forms and procedural manual for the summary attendance system accompany this report by separate attachment.

BOSTON

A. REPORTING RELATIONSHIPS

Mr. James Dailey, Director of Data Processing, is organizationally responsible to the Associate Superintendent of Secondary Education.

B. DATA PROCESSING BUDGET

The annual date processing budget approximates $250,000 and is expected to increase as applications are added.

C. DATA PROCESSING STAFF

The data processing staff consists of the director, an assistant, one systems analyst, two computer programmers, and eleven staff personnel for equipment operation. Four positions are to be added this year.

D. DATA PROCESSING EQUIPMENT

Equipment consists of an 8k-1401, two tape, two disc computer, a digitek spot scanner, and fifteen units of unit record equipment. Equipment costs will approximate $111,420 annually. The 1401 computer is being expanded to a four tape, 16 K system with an approximate cost of $6,800 per month. An educational allowance of $5,000 per month from IBM is not included in the rental amount.

E. APPLICATIONS SUMMARY

Basic applications are:

City-wide testing, grades four through twelve

Material requisitioning

Appropriation status, weekly and monthly

High school programming

BOSTON

Attendance summaries

Report cards

Statistical analyses to administration

Schools in Boston include:

148 - 1 thru 6	55,890 pupils
17 - Jr. H.S., 7 thru 9	16,057 pupils
18 - Sr. H.S., 10 thru 12	22,088 pupils

Students from twenty-one schools are programmed using a common program; the remainder are scheduled from sectioning programs using the school's master schedule. All students in grades seven through twelve are being handled by data processing.

Basic student data for all thirty-five schools includes name, sex, birth date, home address, home phone, current home room, curriculum, date entered, entry code, last school attended, diploma points at entrance, counselor identification, present course assignments, attendance, conduct, effort, grades,test results and withdrawl date.

Family and environmental data are not at present included in the student master records; however, the basic system has been designed to incorporate all such data.

Input Preparation (Key punch):

Student Master record

Student course and study sections (Jr. H.S.)

Mass changes file up-date

Master schedule change

Home room changes

Grade report changes

BOSTON

Input Preparation (Spot Scanner):

- Grade reports
- Student course selections (all secondary schools)
- Attendance summaries (each eight weeks)

Outputs Include:

- Complete student schedule
- Student report cards each eight weeks
- Administrative statistical reports

The Boston High School Scheduling System is unique from two points of view:

- The sophisticated use of a spot scanner for input documents
- The weekly follow-up and documentation of students, programs, courses, grades, etc.

All programs and systems are tested and documented, and Mr. Dailey indicates the operation is well received at all levels of educational administration.

A consulting firm has recently completed a study for program budgeting and the basis of establishing a data bank for personnel.

The use of computer-assisted learning is not planned at this time. Data processing in-service training is given major priority before applications are implemented.

At the present time, one senior high school has a math elective course for fifteen twelfth grade students using Fortran and Cobal languages.

BOSTON

F. ATTACHMENTS

Accompaning this report by separate attachment are forms, procedures, descriptions, and a pamphlet describing the high school scheduling system.

BUFFALO

A. REPORTING RELATIONSHIPS

The Director of Data Processing for the Buffalo Public Schools is organizationally responsible to financial management.

B. DATA PROCESSING BUDGET

The annual data processing budget approximates $163,000.

C. DATA PROCESSING STAFF

The staff of Data Processing consists of the Director, one systems analyst, two computer programmers, and fifteen equipment operators.

D. DATA PROCESSING EQUIPMENT

A Honeywell 24K, five tape, two disc computer system is used. Disc storage handles eighteen million characters and is expandable to 300 million characters. No terminals are ordered with the system; however, up to eight on-line terminals can be accommodated. The H-200 leases for $5,550 per month, excluding a thirty percent allowance given by the manufacturer.

Unit record equipment includes nine key punch and verifying machines and eight other items of unit record equipment. At the present time, a 1401 computer (from an outside service organization) is used for off-line reporting on a reciprocal basis each two weeks.

In addition, an IBM 7044 computer at the University of Buffalo is used for student scheduling at an annual cost of $12,000. The off-line and contracted use of equipment will be eliminated when the H-200 is operating. All unit record equipment is owned. Five high schools have very small unit record installations, and a technical high school employs a 1620-20K card computer as the basis for teaching computer machematics.

BUFFALO

E. APPLICATIONS SUMMARY

The present in-house application is payroll processing which serves approximately 3300 regularly assigned teachers, over 400 teachers in ESEA programs, from 300-500 day-to-day substitute teachers, and over 1100 non-certificated employees. All personnel are paid each two weeks. The basic payroll application includes:

Payrolls

Retirement reporting and accounting

Annual teacher time distribution analysis

Other basic applications include:

Warehouse requisitions

Textbook requisitions

Student scheduling

One of the first operations on the new H-200 will be the scheduling functions. At present, scheduling is accomplished at the University of Buffalo under the Modified Class Program. Scheduling activities include the fourteen senior high schools with over 18,000 students. As of this date, no attempt has been made to maintain continual follow-up on student program changes, course revisions, etc., but this full application has a high-priority schedule.

Other basic applications that are planned, but are not as yet developed, are:

Financial Research Analysis

Teacher and student attendance

Grade reporting

Teacher count distribution

Personnel data analysis

BUFFALO

Bus matrix planning.

Inventory control.

Budget analysis.

Test scoring analysis.

School census.

F. ATTACHMENTS

Two of the basic forms for the senior high school scheduling applications accompany this report by separate attachment.

CHICAGO

A. REPORTING RELATIONSHIPS

Mr. James Quinn, Director of Data Processing reports to the controller.

B. DATA PROCESSING BUDGET

The Bureau of Data Processing has a total budget of $2,061,908. Equipment rentals are $882,923.00 with $1,178,985.00 for staff and supplies.

C. DATA PROCESSING STAFF

There are approximately 100 employees working out of 108 positions authorized. No reduction in personnel position is anticipated. Positions are budgeted as follows:

8 - Administration
6 - Data Processing Education
27 - Systems and Programming
13 - Operation Management
17 - Computer Operations
37 - Unit Record and Data Control

D. DATA PROCESSING EQUIPMENT

Consists of: (as of March 1, 1967)

1 - 10K IBM 7074, nine tape system with 1301 disc

1 - 16K IBM 1460, two tape, two 1311's, and two 1301's

1 - 8K IBM 1401, four tape, 1231 test scoring device

2 - REI Full-page Optical Scanners, each with 8K SDS 910 Computer and two tapes

12 - Bunker Ramo CRT's and a teletype are attached to the 16K 1460

Returned: (as of February 28, 1967)

1 - 16K IBM 1460, four tape, one 1311

CHICAGO

Scheduled: June 1, 1967 -- 1 - 1401 16K, 4 tapes
July 1, 1967 -- 1 - 1401 4K, 2 tapes
February 1, 1968 -- 1 - 360 - Model 50

E. APPLICATIONS SUMMARY

Basic Applications:

Student Membership -- Current Status and Identity data on 600,000 pupils (action being taken to increase quality of input data for a more effective system).

Budget Preparation -- Complete preparation of annual Budget using 7074 and 1460 with CRT's for updating. Computer print-out is actually submitted for approval and reproduction.

Student Attendance -- 20-day summary attendance report is under complete review with District Superintendents.

Class Scheduling -- Complete class scheduling for all high schools - has been modified to increase effectiveness.

Appropriation and Expenditure Accounting on a Daily Basis -- Being reviewed and modified for more effectiveness.

Lunchroom Supplies Inventory and Reorder Processing -- through a pre-post plan on a daily basis. To be extended to all supply stock shipments and inventories.

Teacher Payroll -- for all teachers (includes voluntary deductions)

Civil Service Payroll -- for all Civil Service Workers (includes voluntary deductions)

Teacher Personnel Master File -- includes Position Control and Name and Address File -- being maintained and updated through 1460 and CRT's

1st and 3rd Grade Test Scoring Analysis -- to be extended to all schools 1967.

Medical Data System - E.S.E.A. Projects 18 and 33

Library and Textbook Requisitioning -- including payment system using 1460 and CRT's

CHICAGO

Data Processing Courses -- being extended from 4 to 10 schools 1967

Continuous development in the area of In-Service Education.

The Data Processing effort of the Chicago Board of Education is continuing toward a goal of a Total Information System. A management consultant firm is presently reviewing progress, and it is hoped that their recommendations will further enhance the effectiveness of this program.

In advance of the review being conducted by the consulting firm, top-level personnel of the Bureau of Data Processing conducted a complete study of what has been accomplished over the past six years. It was decided that certain equipment was not being used effectively and that certain systems could not go full steam ahead until methods for securing quality input were developed, since quality input is the life blood of any effective Data Processing system.

It was further decided that more could be accomplished with less equipment if effective utilization of equipment could be maintained.

It is believed that the study being conducted by the consulting firm will confirm the steps being taken by the Bureau of Data Processing.

Only in the Student Accounting area has there been a temporary slowdown. However, Data Processing, now in cooperation with District Superintendents, is establishing a district by district training program, both at the district and Data Processing offices, which will mean overall swifter implementation of an effective Student Accounting System.

CLEVELAND

A. REPORTING RELATIONSHIPS

The Director of Data Processing, Mr. Robert Smith, reports organizationally to Mr. Fred Bechman, Clerk-Treasurer.

B. DATA PROCESSING BUDGET

The data processing budget for 1967 is approximately $240,000.

C. DATA PROCESSING STAFF

The Director is a certificated employee with a data processing staff of twenty-six positions. The Staff includes a methods supervisor, a supervisor of operations, one systems analyst, four computer programmers, one librarian, four computer operators, three tab operators and ten key punch operators.

D. DATA PROCESSING EQUIPMENT

The following equipment has been installed:

18 items of EAM equipment

1 Digitek spot scanner

1 IBM 1440-12K-three disc computer

A 360-30 system is on order with 65K memory, five disc drives, 600 LMP printer and 4-2260 terminals. When operational, the 360 system will replace the 1440 operating equipment.

E. APPLICATIONS SUMMARY

The data processing organization in Cleveland is relatively new; the first major application was payroll operations in July 1965. The Director of Data Processing estimates that seventy-five percent of the data processing operation is for payrolls. The remaining twenty-five percent includes:

Warehouse Inventory

Scheduling 7500 students in three high schools

CLEVELAND

It should be noted that generally the Cleveland schools are on a two-semester basis, which doubles the scheduling effort as compared to districts that operate on an annual basis.

The Bureau of Educational Research process 250,000 to 350,000 separate answer sheets yearly, including grades one to twelve.

Three Cleveland High Schools have basic unit record equipment in their business departments for skill training.

In August 1966, Ernst and Ernest completed the first phase of an accounting study related to data processing activities.

F. ATTACHMENTS

By separate attachments are:

Card formates and basic forms for student

Scheduling which represents the punched card

Mark-sense type of application

DETROIT

A. REPORTING RELATIONSHIPS

The Director of Data Processing for the Detroit Public Schools reports to the Assistant Superintendent of Federal and State Relations.

B. DATA PROCESSING BUDGET

Mr. Ebersole has a data processing budget of approximately $418,000. Of this total, approximately $247,088 is applied for equipment.

C. DATA PROCESSING STAFF

The staff of the data processing organization consists of thirty-five. At the present time there are six vacancies within the staff. There are seven computer programmers, four people involved in administering the operation, and three computer operators; the remainder of the personnel operate unit record equipment.

D. DATA PROCESSING EQUIPMENT

Unit record installation consists of ten key punches, five verifying machines, two Mohawk Data Science magnetic tape key punches, and six related pieces of unit record equipment. The stored programming equipment in the organization consists of an IBM 1401-8K four tape system and an IBM 1460-12-K four tape two disc system. Education allowances are received from the manufacturer on the 1401-8K four tape system. There are no allowances on the IBM 1460-12K system. Plans have been made for the installation on April 9, 1967, of an IBM 360-30 computer system with 65K memory, four tape devices, three disc drives at a monthly rental rate of approximately $16,000. In addition, instructional research is using two Digitek spot scanner devices for a rental of approximately $1,400 each month, without an educational discount.

Equipment has been installed in three high schools in Detroit. There are two unit record configurations in regular high schools for teaching business education skills, and at the

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DETROIT

Cass Technical School a 1620 computer is being used to train approximately 400 high school students for computer programming. There is an educational discount on the 1620 computer. (The annual cost of the equipment that has been installed in three high schools approximates $66,000 per year.)

E. APPLICATIONS SUMMARY

Basic applications of the data processing operations are as follows:

Payrolls, Budget Appropriations, General Accounting, Records, and Certification. These four categories include about twenty-five percent of the data processing operation.

Supply Inventory. Approximately 19,000 items are on disc for inventory control. The inventory is taken, the requisitions are key punched, and an on-hand daily inventory is being maintained for supplies. This application is approximated as including about twenty-five percent of the data processing operation.

Educational Research, Test Scoring and Analysis. Kindergarten and the first through third grade tests are key punched by data processing and the various analyses are made. Those tests given students from grades four through twelve are primarily done on Digitek format and are converted by the computer. Educational research, testing, and test analysis are estimated at involving approximately thirty-five percent of the data processing operation.

Student Scheduling. All high schools are on a two-semester basis. In the past, data processing has contracted with Wayne State University and Michigan Bell Telephone Company to do the actual computer processing involved in student scheduling. As of last September, twenty-two senior high schools involving approximately 46,000 students were programmed. The number of effective programs by school ranged from 94.8 percent to 62 percent. It is planned that the 60,000 pupils in the fifty-three junior high schools will be programmed within the near future.

DETROIT

Generally, the junior high schools will be simpler to program since they will use the standard sectioning computer programs.

The input for student scheduling systems is based on a master schedule which is produced by the assistant principal and fully key punched and verified in the data processing office. In addition subject elections are key punched by data processing. At the present time the end result of the student scheduling systems is the production of the class lists, student programs, tallies, etc., for the opening of school. No attempt has been made up to this time to continue the operation in maintaining up-to-date records on students who change their programs, students who come in to school after school opens, and expected students who do not come.

Census. Each May a census of school children is accomplished by about 550 census takers. Census information generally includes the address, zone, previous address (if any), family name, given name, and mother's name. The census lists all persons under twenty-one years of age by sex, age, birth date, school name, type and handicap (if any). The various analyses produced by data processing from the basis of the census requires about ten percent of the data processing operation. The annual census includes about 850,000 records.

Language Arts. The application for the language education department is applied to about one percent of the data processing operations.

The purpose of the program is to list each different word in a book, count the number of times the word is used on each page, in each chapter, in the total book and in the table of contents of the book, notice on what page it occurs, and record whether it appears in capitalized or lower case form. The language education department indicates that this word usage summary has been a major assistance in their work.

F. ATTACHMENTS

A copy of the procedures for the Language Arts application is attached to this report for your review.

DETROIT

Of additional interest is a proposal that had been submitted by the Tri-County Organization of Wayne, Oakland, and Macomb counties for financial support for the development of an integrated education information system. If approved, this proposal will consist of financial support of $600,000 and cover a twenty-four month period. The project will serve the daily information requirements of over one million children. If granted, the proposal would be funded under Title III of the Elementary and Secondary Education Act and would take into consideration the anticipated computer power within the metropolitan area whereby maximum use of equipment could be achieved.

LOS ANGELES

A. REPORTING RELATIONSHIPS

Mr. C. Douglas Brown, Director of Data Processing for the Los Angeles Unified School District, is responsible organizationally to the controller.

B. DATA PROCESSING BUDGET

The estimated data processing budget for the fiscal year 1967/1968 is $1,484,000. This amount includes data processing personnel authorized for Measurement and Evaluation and Purchasing and Audio-Visual Departments. The equipment budget is as follows:

ORGANIZATION	INSTALLED	ON ORDER	PLANNED	TOTAL
Junior Colleges				
Unit Record	$124,272.	$20,760.		$145,032.
Computers		103,800.		103,800.
Measurement & Evaluation	69,564.			69,564.
Purchasing-Audio Visual	41,856.			41,856.
Data Processing				
Unit Record	156,930.			156,930.
Computers	(335,376)		$927,660.	927,660.
Other			48,000.	48,000.
TOTAL	$ 727,998.	$124,560.	$975,660.	$1,492,842.

The total estimated budget for data processing equipment is $852,558. For purposes of this report we are not listing equipment in the colleges; therefore, the equipment is specified as $852,558 per year, less $248,832, or a data processing administrative equipment budget of $603,726.

C. DATA PROCESSING STAFF

5 - Administrators (Director, Operations Manager, Deputy Director, Principal Programmer/Analyst and Data Control Supervisor)

LOS ANGELES

4 - Systems Analysts

25 - Computer Programmers

3 - Clerks and Typists

8 - Computer Operators

32 - Key Punch Operators

18 - Tab Operators

2 - Other

17 - Measurement & Evaluation Unit Record Operators

6 - Purchasing & Audio Visual Unit Record Operators

120 Total Data Processing Personnel

At the date of this report, there were thirteen vacancies in the data processing organization.

D. DATA PROCESSING EQUIPMENT

Installed equipment includes:

Burroughs B-5500 system with six modules of core memory of 4096-48 bit words per module, one magnetic tape unit, and two input-output channels

Burroughs B-300 system with 19,200 characters of core memory, one magnetic tape unit, one 800 cpm card readers, one 700 lpm printer

Switchable equipment between the B-5500/B-300 includes four magnetic tape units, one card reader, card punch, and line printer

Large unit record section

E. APPLICATIONS SUMMARY

Existing applications and their percent of volume to the total are:

LOS ANGELES

Payrolls	36%
Personnel	7%
Administration	1%
Stock Accounting	21%
Inventory Control	5%
Student Scheduling	3%
Test Scoring	2%
Elementary Personnel Profile	2%
Job Costs	22%
Miscellaneous	1%

A brief review of existing applications is as follows:

PAYROLL

An extremely complex payroll system maintains employee payroll files, calculates payments, and prints warrants, registers, deduction listings, retirement reports, reconciliations, exceptions, distribution, etc. The payment cycle is quadri-weekly (every four weeks) with an earned salary allowance payment at the mid-cycle for 7,500 employees. Supplementary payrolls for late payments are run six times per payment cycle. Teaching personnel, approximately 33,000 employees, are paid one week before non-teaching employees are paid, to reduce a peak work-load situation to two smaller peaks every four weeks. The monthly use of the computer on this system averages 100 hours.

The payroll master file for 60,000 employees is contained on six tape reels. The employee records are variable length with a basic record of 347 characters and a maximum of (average two) assignment records of 139 characters each.

ELEMENTARY SCHOOL LIBRARY

The elementary school library computer application performs the following functions:

Maintains and updates magnetic tape master records of all supplemental textbooks in the elementary school library system

Prints a monthly listing of these books showing transactions and current balances for all elementary schools

LOS ANGELES

Computes the annual new book budget allotment and punches the budget allotment cards for each elementary school

Computes the annual new book budget allotment and punches the budget allotment cards for each elementary school

Computes total order costs for each school and each book; provides requisition order listings by school and by book; identifies those schools whose orders have exceeded their budget allotment

Provides a quick-reference inventory listing showing current balances of books in each school

The computer system falls into four operational phases: requisition, file update, periodic inventory, and the quick-reference inventory.

INVENTORY MANAGEMENT

A scientific inventory management system is presently under development to replace the existing stock accounting and stock forecasting systems. The present systems require up to 180 hours per month of computer usage.

The major objectives of the new system are to:

Reduce back order to five percent (Present service level is 90-93%)

Reduce the inventory level to extend the life of the existing warehouse facilities

Expedite stock deliveries to the schools

Provide timely budgetary and stock status information

Reduce inventory management and accounting costs

Improve accuracy by using built-in computer controls

These objectives can be realized by the conversion of record keeping and material control tasks to the computer and by applying scientific inventory forecasting and management techniques.

Some of the features of the proposed system that will fulfill the objectives are:

Scientific computer forecasting of inventory requirements

Input conversion employing optical character recognition equipment

Computerized editing, fund checking, and posting of input documents

On-line direct access files available to remote inquiry devices

Use of check digits in all stock numbers

Daily computer review of all active stock items for creation of stores replenishment requisitions

Automatic back ordering of out-of-file stock items and automatic billing of aged back-ordered items when stock is received

On-line inventory update for receipts

JOB COST INFORMATION AND ACCOUNTING

A new system is under development to replace the existing manual and tabulating job cost system. This system is a method of allocating employee time and materials to specific projects or appropriations.

The new system will be a direct-access, on-line inquiry, data collection, exception reporting system. Inquiry and data transmission capability must be available from 7:00 A.M. to 4:30 P.M. on Monday through Friday.

The system is being designed to fulfill the following objectives:

Provide internal control of force account labor which will improve the effectiveness of the system

Satisfy the legal requirements of the Education Code relative to the use of force account labor for repairs and capital outlay projects

Permit cost comparisons of force account work with outside contract jobs

Properly classify expenditures

Permit equitable distribution of indirect costs

The up-to-date status of jobs, maintainance branch work orders, employee files, transportation branch statistical records, operations branch custodial allotments, assignments and supply accounts, etc., can be determined at any time with immediate response to inquiries through the typewriter-like terminals. The system would provide regular reports for management control, payroll, accounting purposes, and stock material ordering transactions. The remote terminals would also handle administrative messages to and from maintainance area locations and other terminal locations.

HIGH SCHOOL SCHEDULING

Twenty-two of the senior high schools with approximately 55,000 pupils were programmed this previous September. Plans are now being made to program pupils in the remaining secondary schools. At the present time, master schedules are recorded on mark-sense cards and the system stops at the program-class list printing. By next January, Mr. Brown expects the computer will produce each school's master schedule, based upon previous master schedules, and its up-dating procedures so that, at least for senior high school pupils, a complete student program master file will be in operation for those schools scheduled.

F. ATTACHMENTS

We are attaching to this report the tentative design for the personnel data file. This report should be of interest since it identifies each item of data and indicates the departmental responsibility for providing the information. Also attached is Part II, Computer Specifications.

MEMPHIS

A. REPORTING RELATIONSHIPS

Mr. E. R. Holt, Director of Accounting and Data Processing, is responsible to the Assistant Superintendent of Business Affairs, for the following administrative activities:

Accounting

Data Processing

Systems

B. DATA PROCESSING BUDGET

Salaries	$150,000
Supplies & Professional Services	20,000
Unit Record Rentals	33,132
*Computer Rentals-305 RAMAC-1401 Comp	(114,192)
**Computer Purchase & Maintenance	125,932
TOTAL ESTIMATED BUDGET	$329,066

* Equipment being removed in ninety days

** Purchase of major componentry of IBM 360-40 system related to five years at 6% annual interest

C. DATA PROCESSING STAFF

The data processing staff consists of thirty-one positions (budgeted for 1967/1968):

3 - Administration (director, systems supervisor and operations manager)

3 - Systems Analysts

6 - Computer Programmers

2 - Computer Operators

15 - Unit record tab operators, key punch operators, etc.

2 - Shift Supervisors

The primary source of data processing personnel is the military service and a highly concentrated post-high school program.

MEMPHIS

D. DATA PROCESSING EQUIPMENT

Equipment consists of:

5 - Key punch and key verifiers

2 - Card sorters

2 - Mark sense reproducers

1 - Interpreter

2 - Test scoring machines (1230 & 9902)

1 - Collator

The 305 Ramac and IBM 4K-1401 (being moved out within ninety days)

IBM 360-40 systems consisting of:

Main processor, 65K memory

1 - Card read punch

1 - High speed printer

2 - Tape drives

4 - Disc drives

2 - Communication terminals

1 - 400,000,000 bite data cell storage

E. APPLICATIONS SUMMARY

Applications generally are:

Pupil Services

Membership & Attendance	15%
Test Scoring & Analysis	15%
High School Scheduling	15%
Report Cards	10%

MEMPHIS

Financial

Payrolls	15%
Accounts Payable	5%
Inventory Control	5%
Budget Control	7%
School Activity Accounting	8%
Instructional Materials, Library Services & Research	5%

The Federal Systems Division of IBM is working on a two year contract for the development of a student data bank. It is estimated that full development will require up to two years. Priorities have been estimated as:

Pupil attendance	June, 1967
Test scores	April, 1967
Grades	November, 1967

The broad objective is to produce the pupil cumulative record from up-dated pupil information stored in computer memory. Tentatively, the pupil file will include detailed data for each pupil:

Identification items

Biographical items

Emergency data

Family data

Health and medical data

Test results

Membership and attendance records

Performance

Teacher analyses and comments

Grades and subject progress

Program identification

Attitudes, activities, honors, and plans

MEMPHIS

Generally basic pupil systems are being developed using the teacher as the recorder of data. Teachers will either pull preprinted cards from their personal file or will mark-sense on cards the change or summary data. Historical data gathering will apply the use of test-score type sheets for teacher recording with conversion by data processing.

In summary, Memphis City Schools are recognized throughout the nation for their sophisticated use of data processing for education. Significant progress has been made and future plans are in the direction of a real administrative base for assisting the educational program.

F. ATTACHMENTS

Separately attached to this report are:

Report by Mr. E. R. Holt as published in AEDS Monitor, "Memphis Schools Apply Data Processing to Broad Spectrum of Tasks"

November, 1966, report, "Principals Construct Master Schedules Using a Small Computer"

Student scheduling manual

Grade card reporting - 1964

Attendance accounting procedure

MILWAUKEE

A. REPORTING RELATIONSHIPS

The Director of Data Processing, Mr. Russell Weitz, is responsible organizationally to the Secretary-Business Manager.

B. DATA PROCESSING BUDGET

The Data Processing Budget is approximately $452,000 annually, which includes the cost of rental equipment located in the thirty secondary schools.

C. DATA PROCESSING STAFF

The data processing staff consists of twenty positions which include two in administration (the Director and the Operations Manager), two Systems Analysts, four Computer Programmers, three Computer Operators, and computer record equipment operators.

D. DATA PROCESSING EQUIPMENT

The equipment budget consists of approximately $194,920 per year, which includes the following:

> Unit record equipment in the data processing organization, renting for $12,576 per year and including seven key punch and verifying machines, and miscellaneous unit record equipment
>
> Unit record installations in four senior high schools, amounting to $6,480 per year; unit record installations in eleven senior high schools, amounting to $15,840 per year; unit record installations in sixteen junior high schools, amounting to $23,040 per year; and unit record equipment in stores inventory, amounting to $1,752 per year. These costs include equipment rentals only. No costs have been specified for equipment operators in the schools

Present computer equipment consists of an IBM-1401-8K four-tape drive system renting for $8,020 per month. This system is being replaced by an IBM 360-30 system with 65K memory, three-tape drives, three-disc drives, renting for approximately $11,200 per month, by January of next year. It is expected that the IBM 360 system will be purchased for an approximate amount of five hundred thousand dollars.

E. APPLICATIONS SUMMARY

Financial applications, including payrolls and incumbrance expenditure accounting, repair cost accounting, student accounting, high school programming, grade reporting, statistics and grade point averages, amount to approximately 55% of the data processing operation. Test scoring and miscellaneous reports account for the remaining activities. Of particular note in Milwaukee is the fact that 150 school clerks are in constant in-service training to fill vacancies and to accommodate turnover. Of the sixteen cities, Milwaukee is the only school district that has installed equipment throughout the junior and senior high schools for the preparation of all pupil data relating to programming, grade reporting, and evaluation of progress.

Pupil accounting in Milwaukee is restricted to the junior-senior high schools; at the present time systems have not been evolved for elementary school pupils.

The data processing organization in Milwaukee programs all eleven senior high schools, the three junior-senior high schools, and one technical high school, accommodating the information requirements of approximately 28,000 students. Master schedules are prepared by the school personnel and key punched in the school, and subject elections of the students are prepared and key punched at the school source. At the present time, Milwaukee uses a commercial firm that has an IBM 7074 computer to do their main computer processing for student scheduling. This costs approximately ten thousand dollars per year and will be eliminated upon installation of the IBM 360-30 system. They are accomplishing what should be considered a complete computer programming effort; by the time school opens, production is accomplished for individual student programs, various class lists, and course records.

At the same time, daily follow-up is made on students by changing subjects, new enrollments, and withdrawals. The system at present includes full production of the report cards for the students.

Cumulative information regarding progress, and biographical information would have to be added to the system in order to produce cumulative record for the children. It is noted, however, that full and complete testing results are brought in as a part of the high school programming system and the kinds of evaluations that are made on the system are obviously well received by the school administration.

MILWAUKEE

F. ATTACHMENTS

We are attaching separately, for your review, a report called "Class Scheduling as Adopted by the Milwaukee Public Schools" and the various card formats involved in the system.

NEW YORK

A. REPORTING RELATIONSHIPS

The Director of Management Information and Data Processing is responsible to the Deputy Superintendent of Business Administration. The bureau functions out of two primary locations with two subsidiary unit record operations.

B. DATA PROCESSING BUDGET

The data processing budget is approximately 1.7 million dollars for fiscal 1966/67. If all formulated plans are met, the anticipated budget for data processing for fiscal 1967/68 will approximate 2.9 million dollars.

C. DATA PROCESSING STAFF

The staff consists of approximately 179 positions:

9 - Administrators

10 - Systems analysts

18 - Computer programmers

9 - Programmer trainees

37 - Key punch operators

8 - Computer operators

10 - Coders

63 - Unit record operators

15 - Under ESEA programs

D. DATA PROCESSING EQUIPMENT

Equipment consists of eighty-nine units of EAM machines, an IBM 1401 purchased computer, an IBM 1401 leased computer, and an IBM 7010 main processor with ten tape drives, three digitek spot scanners, and miscellaneous Univac hardware.

IBM models 360-20, 360-30 and 360-50 are scheduled for installation during fiscal 1967/68. Multiple floors of a new administration building have been identified as the data processing center beginning this summer.

The equipment budget is approximately $733,000, based upon an estimated delivery of new equipment and the elimination of other equipment. In addition, two IBM 1287 handwriting readers are on order for late 1968 delivery.

The 360 computer systems are scheduled for installation as follows:

360-20	June, 1967
360-30	July, 1967
360-50	November, 1967

E. APPLICATIONS SUMMARY

Present applications consist of:

Payrolls. Ledgers and payroll warrants are processed by City Hall. Approximately 65,000 teachers now are paid monthly; they are scheduled for semi-monthly processing on May 15, 1967. Payroll processing is primarily accomplished on EAM equipment, but it gradually is being converted to computer processing. The director estimates that approximately sixty-five percent of his operation is involved with payroll processing.

Financial Operations. This application includes monthly financial statistics, budget revisions, budget encumbrances with projections, federal reimbursement accounting and reports, bill payments and vouchers, including voucher summaries. Payments to vendors are not handled on Board of Education processing equipment. Approximately 800,000 students' tests are processed annually, and periodic attendance is processed. Experimental daily attendance and age-grade reports are being tested.

Those items listed above comprise about 15 percent of the data processing operations.

Supplies requisitioning. This comprises the other 20 percent of the data processing operations. Data processing maintains an inventory and processes all list books, such as library, textbooks, science, general supplies, etc. They expedite ESEA library requisitions for both public and non-public schools. Depositary selections, purchase orders, and special summaries are run as requested. About two million transactions were processed this year:

Libraries	500,000
General supplies	500,000
Textbooks	50,000
Non-list items	50,000
ESEA/NDEA	900,000

Immediate plans for the future, after consolidation of operation into the new facilities, include:

Teacher personnel records

Employment and assignment of substitute teachers

The experimental scheduling of intermediate and high school students

The implementation of computer assisted instruction in those high schools now operating in-house computers

Development of payrolls for 360 equipment

The construction of basic data files for pupils, teachers, and facilities

Due to the lack of time and the lack of centrally-available information, we were unable to review, in detail, the use of data processing equipment in the schools. We are aware, however, that one school has over 200 students participating in computer programming, that another has an IBM 1130 system with approximately 125 students participating in programming theory, and that 300 children are using talking typewriters in another school.

Three consulting organizations are assisting Dr. Foote in broad programs:

Systems Development Corporation - Federal Accountability Proposal

Service Bureau Corporation - Payroll Conversion

Stanford Research Institute - Program Budgeting

NEW YORK

Additional funds have been identified for scheduling in one high school, and an intensive study of financial management with data processing implications was completed by the firm of Cresap, McCormick and Paget in August, 1962.

PHILADELPHIA

A. REPORTING RELATIONSHIPS

Data Processing is presently under the direction of Mr. L. McGuin, Director of Systems, and Dr. Sylvia Charp, Director of Informational Services. They report to the Deputy Superintendent. Plans have been made to acquire a Director of Data Processing at cabinet level status.

B. DATA PROCESSING BUDGET

The data processing budget (administration) is estimated at $600,000 per year. Estimated requirements for fiscal 1968/69 total $1,000,000.

C. DATA PROCESSING STAFF

The data processing staff consists of forty-four budgeted positions, seven of which are vacant at the time of preparing this report.

2	Administrators (Director of Systems and Manager of Operations)
7	Systems Analysts
10	Computer Programmers
3	Supervisors
1	Secretary
4	Computer Operators
13	Key Punch Operators
3	Tab Operators
1	Librarian

D. DATA PROCESSING EQUIPMENT

Data processing equipment includes:

PHILADELPHIA

1. **Administration**	**Rental/Yr.**	**Purchase**
Unit Record Equipment		
21 Key Punches & Verifiers	$ 17,400	
Other EAM	19,200	
Stored Program Equipment		
2-IBM 1401-16K, 8 tapes - 2 disk being phased into 360/30-65K, 6 tape, 3 disk, 2 data cells	271,200	
Outside Service		
Computer Usage, Inc., Data Preparation, and part-time operators	26,500	
2-Card readers/tape punches		$ 20,000
Total Equipment - Administration	$334,300	$ 20,000
Staff, Supplies, and Other	265,700	
Total Data Processing (Administration)	$600,000	$ 20,000
2. **Equipment in Schools**		
Computer Assisted Instruction		
CAI Philco Corporation Contract - Total Price $1,200,000 - Federally Funded Project. After one year of operation, two options:		
Purchase: $250,000 Lease: 15,000/mo.		
IBM 1500 CAI system-32 terminals on order, no delivery date specified	$144,000	
1 - PDP-8S-4K-Paper Tape Reader & Punch		$ 18,000

PHILADELPHIA

	Rental/Yr.	Purchase
1 - Control data LPG21 calculator printer		$ 21,500
2 - Prog. 101 calculators-Underwood		
1 - Olivetti-Underwood typewriter/card		6,200
1 - Monrobot II Computer		22,000
5 - Monroe paper tape touches		8,400
12 - IBM 1050 teleprocessing units	$ 22,500	
3 - Unit record installations		118,100
1 - Unit record installation	17,400	
3 - IBM 1401-16K-2 Disk		456,000
1 - IBM 1130 - 8K Computer		74,000
77 - Key Punches & Verifiers		272,725
28 - Key Punches & Verifiers	24,600	
1 - 1620 Computer (IBM)		99,000

E. APPLICATIONS SUMMARY

Data processing applications generally are included in the following categories, with estimated cost percentages as listed:

Payrolls	40%
Warehouse inventories, 9,000 items	5%
Program budgeting, accounts payable, and appropriation accounting	30%
Accident reporting, reimbursement payroll, and facilities inventory	5%
High school scheduling - eighteen senior high schools and two junior high schools involving 60,000 pupils	15%
Pupil data bank development contracted for outside service	

PHILADELPHIA

Price Waterhouse recently completed a study for program budgeting. The contract has been extended for professional personnel file development.

Computer Usage Corporation personnel are assisting in the programming and implementation of program budgeting. In addition, Computer Usage Corporation personnel have been contracted for the development of the pupil data bank.

Brooks Foundation and Technomics, Inc., have recently completed a broad study of educational needs including the application of the uses of technology in education.

F. ATTACHMENTS

We are separately including with this report the following attachments for your information:

Reports by the Director of Instructional Materials

1. Instructional TV in color
2. 2500 megacycle TV proposal

Administrative Organization Chart

File Development for a computerized facilities inventory

Master employee file development

PITTSBURGH

A. REPORTING RELATIONSHIPS

The data processing effort in the Pittsburgh Public Schools is under the direction of Dr. Malcolm Provus, Director of Research. Dr. Provus reports to the Superintendent. The developmental work is generally being applied to research-oriented applications. In addition, Mr. George Pinkoes, Supervisor of Computer Programming, heads the data processing financial operations and is responsible to the Director of Finance.

B. DATA PROCESSING BUDGET

The 1967 data processing budget includes:

Finance	
Carnegie Computer Center Service	$100,000
Staff	65,000
Equipment (in-house)	40,000
Research*	
Data processing	30,000
Staff and Consultants	25,000
Total Budget	$260,000

* Note: Use of the computer center at the University of Pittsburgh is included in research office costs.

C. DATA PROCESSING STAFF

The data processing staff consists of:

1 - Administrator

3 - Systems Analysts

1 - Computer Programmer

1 - Systems Analyst (Part-time)

1 - Computer Programmer (Part-time)

4 - Key Punch and Mohawk keyboard to tape operators

6 - Tab Operators

1 - Machine Supervisor

D. DATA PROCESSING EQUIPMENT

Equipment (in-house) includes:

- 4 - Key Punch and Verifiers
- 1 - Collator
- 1 - Sorter
- 2 - 407 Printers
- 2 - Interpreters
- 2 - Reproducers
- 1 - 604 Calculator
- 1 - 805 Test Scoring Machine
- 1 - 632 Typing Calculator
- 2 - Mohawk keyboard-to-tape units

Rental costs of the equipment listed is $40,000 per year.

As recorded in the data processing budget, $100,000 is budgeted this year for service by the Carnegie Tech. Computer Center. Equipment used is an IBM 1401-12K storage - four tape drive system.

E. APPLICATIONS SUMMARY

The basic application (estimated at eighty percent of costs) is for payroll processing. About ten percent of the effort is being applied for high school scheduling. During 1966, two high schools were scheduled using the Carnegie equipment. Six high schools are to be scheduled for the fall of 1967. A data file for professional personnel is under development. This basic design includes the following:

PITTSBURGH

Demographic Items

Identity number, name, current and previous address, sex, marital status, race, birthdate, birthplace, religion, home phone number, and association membership

Work History Items

Job title, job code, position, department code, salary level and step, employment basis and date, increment date, years of district experience, previous experience, most recent employment, score on examination

Educational Background

Educational level, location of colleges attended, undergraduate major, graduate major, special training, certificate type, certificated subjects, summer school employment, and participation in institutes, workshops, etc.

Family Background

Spouse's, father's and mother's name, occupation, birthdate and education

Miscellaneous Data

Military experience, community activities, and hobbies

Current Information

Ratio of teaching time by subject and grade, absences, sick leave, special project participation, job performance evaluation, and scoio-economic background

Five Pittsburgh high schools have small installations of unit record equipment, primarily for use by their business education departments. A vocational high school has an IBM 1401-12K - two disc - two tape system with a sixty percent educational allowance from IBM which is primarily used as a skill training unit for graduating seniors.

Booz, Allen and Hamilton completed a feasibility study for the Pittsburgh Public Schools in 1964. A copy of the report was not available for distribution.

SAN DIEGO

A. REPORTING RELATIONSHIPS

Mr. K. T. Lester, Director of Administrative Information Services, is responsible to the Associate Superintendent of Services to Schools.

B. DATA PROCESSING BUDGET

The requested data processing budget for 1967/1968 is approximately $476,000. Of this total, $264,000 is budgeted for salaries and $212,000 is budgeted for equipment and supplies.

C. DATA PROCESSING STAFF

The data processing staff consists of thirty-one positions, including:

3 - Administrators

7 - Systems Analyst Programmers

3 - Secretaries & Clerks

11 - Key Punch Operators

7 - Computer Operators

D. DATA PROCESSING EQUIPMENT

In addition to the unit record installation in data processing, unit record equipment has been installed for:

Department	Rental Cost/Month
Inventory	$ 62.00
Material Control	162.00
Personnel	164.00
Purchasing	401.00
Budget	250.00
Payroll	42.00
Testing	1,958.00

In summary, data processing equipment consists of:

15 - Key punch and verifiers

5 - Sorters

SAN DIEGO

3 - Collators

4 - Reproducers, card printers, etc.

1 - IBM-1401-4K card computer

2 - IBM-632 typing calculators

1 - IBM-402 accounting machine

1 - Typewriter to tape

1 - Facsimile posting machine

1 - 805 test scoring machine

1 - Digitek spot scanner

1 - IBM 360-30, 32K, one printer, three disc drives,
two tape drives

The IBM-1401 computer has been leased at the forty percent rate under IBM's educational allowance program. The IBM 360-30 system (rental approximately $8,752/month) has been included in the 1967/1968 data processing budget as recorded. This equipment will replace and supersede the 1401 system.

E. APPLICATIONS SUMMARY

Applications generally are within the following categories:

Payrolls	25%
Student scheduling & grade reporting	12%
Pupil accounting, i.e. ADA and Federal survey	10%
Monthly financial & payroll analysis	8%
Accounts payable	7%
Stock control	7%
Job costs	7%
Personnel	6%
Test scoring and analysis	4%
Other-including cafeteria, equipment, inventory, maintenance account, and salary projections	14%

A data processing pilot operation is in operation for two of the seventeen junior high schools and three of the thirteen senior high schools for student scheduling and grade reporting.

SAN DIEGO

Plans are in progress to extend this application to all junior and senior high schools within eighteen months. During the last period 10,000 students were scheduled in the five schools. Mr. Lester estimated that the computer produced ninety-five percent effective programs.

Elementary school attendance (by day) is reported by the schools on class roster sheets and is processed at the end of each twenty-day school month. Secondary school attendance (by day) is reported by the schools on a port-a-punch card and is also processed at the end of each twenty-day school month.

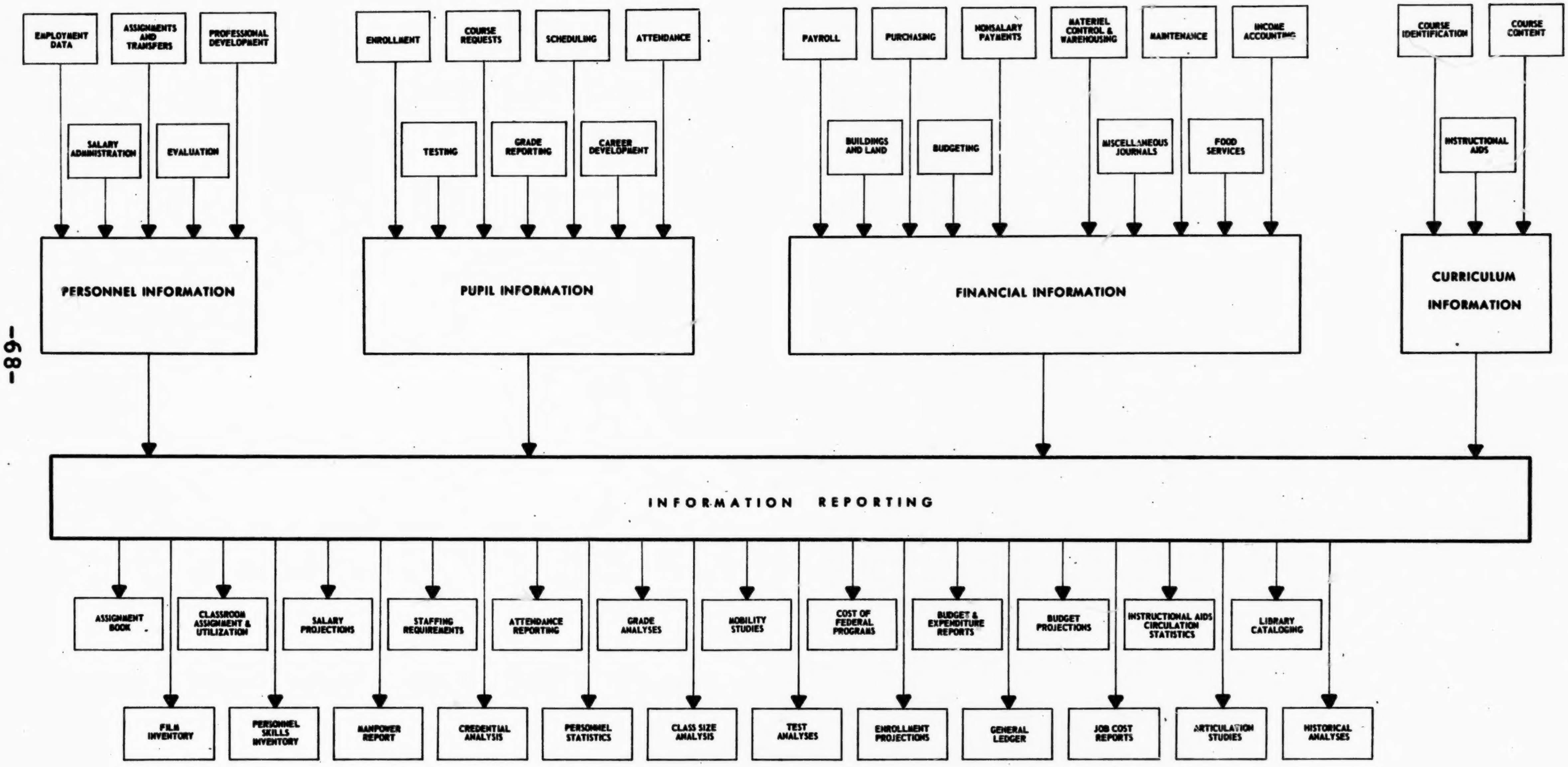
F. ATTACHMENTS

Attached with this report is an organization chart identifying the organizational placement of data processing.

Also attached to this report are individual job descriptions of data processing personnel as made available to us by Mr. Lester. A preliminary proposal of an administrative information system has been made a part of this report. This proposal chart represents a good view of administrative data processing.

SAN DIEGO UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE INFORMATION SYSTEM



PRELIMINARY PROPOSAL—Intended only as a basis for discussion and development.

E. T. Lester
10-10-66

SAN FRANCISCO

A. REPORTING RELATIONSHIPS

San Francisco has a two-pronged approach for data processing development. Dr. Harold Weeks, Director of Research, manages the data processing developmental effort in the pupil personnel area and reports to the superintendent. The Supervisor of Data Processing reports to the Assistant Fiscal Officer for staff and equipment under his direction.

B. DATA PROCESSING BUDGET

The estimated data processing budget for fiscal 1967/68 is as follows:

Personnel & supplies	$113,219
Equipment	130,000
Regional Center Contract	110,000
City College	59,000
	$412,219

For purposes of this report, the San Francisco Unified School District Budget for data processing is $353,119, which does not include an IBM-1401-12K and four key punches installed in the city college for instruction purposes. In addition we have not included six key punches in two high schools.

C. DATA PROCESSING STAFF

Data processing staff consists of fourteen positions:

3 - Administration (Director of Research (1/5 time), Supervisor, and Assistant Supervisor)

6 - Tab Operators

5 - Other unit record operators

SAN FRANCISCO

D. DATA PROCESSING EQUIPMENT

Equipment installed for administrative data processing includes:

1 - IBM 305 Ramac $54,012/yr.

4 - Key Punches

4 - Sorters

3 - Collators

2 - Printers

3 - Reproducers

2 - Interpreters

Total Unit Record (Less 20%) $45,180/yr.

E. APPLICATIONS SUMMARY

In-house applications include payrolls, distributions, and miscellaneous end-of-month financial reports.

For the education center projects, attendance and student programming are being tested for two elementary schools (1500 pupils), two junior high schools (2500 pupils), and two senior high schools (4300 pupils).

F. ATTACHMENTS

As noted in the paragraph on data processing budget, the estimated costs for Regional Educational Data Processing Center for fiscal 1967/68 are $110,000. Since San Francisco is the only city district in this report subscribing to the state-developed educational information center, we are attaching the following as an addendum to this report:

Educational Information Program

Section I - Concept
Section II - Student Personnel
Section III - Student Programming
Section IV - Student Scheduling

3 of 3

SAN FRANCISCO

Section V - School Opening Procedures
Section VI - Mark Reporting
Section VII - Attendance Accounting
Section VIII - Test Scoring
Section IX - Guidance Record
Section X - Teacher Records
Section XI - Glossary

Sample Formats and Reports

ST. LOUIS

A. REPORTING RELATIONSHIPS

Mr. Raymond Barnes, Director of Data Processing, is responsible to the Secretary-Treasurer.

B. DATA PROCESSING BUDGET

The estimated data processing budget for the 1967/68 school year is $495,000.

C. DATA PROCESSING STAFF

Data Processing is staffed to work on a full two-shift basis. There are a total of thirty-three positions budgeted for data processing, and at the present time, there are three vacancies in the staff. The staff consists generally of the Director, and Assistant Principal on special assignment, the Operations Manager, two Senior Systems Analysts, five Computer Programmers, and three Computer Programmer Trainees. Their remaining personnel are involved in machine operation and unit record operation. Of the data processing annual budget of approximately $495,000, about $228,000 is budgeted for personnel.

D. DATA PROCESSING EQUIPMENT

Unit record equipment, including five key punch machines, is budgeted at an annual rental of $20,000. The computer operation consists of two IBM 1401 systems which are identical in componentry and storage. The basic IBM 1401 system consists of 16K, four tape drives, three disc drives, eight disc packs of approximately two million characters storage each.

The total annual rental of the two computer systems is $159,300. The St. Louis School District has received an IBM educational allowance; the cost represented is approximately forty percent of the annual commercial rate for the equipment.

E. APPLICATIONS SUMMARY

Based upon staff assignments and machine utilization, the data processing function is used seventy percent for finances and thirty percent for student accounting applications.

ST. LOUIS

General Accounting. The general accounting system which was operational as of July, 1964, processes and controls all appropriations, encumbrances and cash expenses for funds to a detailed budget account. In addition, an appropriations report reflects the financial status in each budget account as follows:

> An appropriation allowance expended to this date, expended this month, outstanding encumbrances, and uncommitted balance. There are approximately 4,400 items on the master file at this time. The major reports produced by the general accounting system are:
>
>> Semi-weekly condition of appropriations, appropriation transaction register and a check register. Appropriations, cash expended recap, appropriation transaction register, salary distribution, outstanding purchase report, an analysis of inventory receipts versus payments, warehouse stock issues, and raw materials issues.

Job Costs System. The system accumulates all costs of labor, purchases, raw materials used, and contracts associated with a job. All costs are redistributed to the location and the function of the department serviced, and the data is fed into the expense distribution system. The major reports produced by the job cost system are:

Inactive job report

Thirty day no activity report

Completed job report

Blanket job report

Detailed job reports on request

Completed job cost versus estimate

Job cost transaction activity

ST. LOUIS

Payrolls. The present payroll system is a computerized unit record card system. It was converted in January, 1966, without any basic design changes. At the present time, the staff is programming a new payroll system to eliminate the manual effort. The new system is being based upon exception reporting and will provide for the control of sick leave and other types of absences. It will also provide for the automatic distribution of payroll costs and the preparation of the payroll warrants.

Food Service System. The purpose of this system is to produce management reports, financial operating statements, and government subsidy reports for the food services division. The system has been fully operating since September, 1965, and has eliminated the necessity of manually preparing monthly operating statements.

Warehouse Stock and Raw Materials System. This system was implemented in July, 1964, and was modified to become fully operational in July, 1965. The purpose is to provide accurate inventory control of the 4,000 items such as textbooks and educational and operating supplies in the central warehouse. Last year (after one year's operation on the data processing system) the adjustment to the annual inventory was significantly less than it previously had been on the manual system. The major reports produced from this system are back order releases, warehouse stock status, warehouse stock availability and warehouse distribution. These reports are produced three times each month.

Expense Distribution System. The expense distribution system reflects the accumulated cost of each location and account by types of expense by:

Expended this period

Expended to date

Outstanding encumbrances

Total expense

ST. LOUIS

Personnel. At the present time, there is no automated personnel system. The payroll system presently provides the personnel division with employee rosters, but that is the extent of the processing.

High School Programming. All regular high schools have been programmed by computer. The work consists of eleven schools with approximately 24,000 students. This has been accomplished in the past throuth the use of programming systems developed by the McDonnel Automation Center at a cost of about $8,000 a year for computer time and approximately $7,000 each year for key punching.

F. ATTACHMENTS

Attached to this report is an addendum explaining more in detail the item content of the master file for student scheduling, and an explanation of the secondary attendance system which is an outgrowth of the scheduling systems.

WASHINGTON, D. C.

A. REPORTING RELATIONSHIPS

The machine supervisor of data processing is responsible to financial administration.

B. DATA PROCESSING BUDGET

The 1967 budget for data processing is approximately $55,000 annually.

C. DATA PROCESSING STAFF

The existing staff includes eight positions:

1 - Supervisor

1 - Assistant Supervisor

6 - Unit Record Operators

D. DATA PROCESSING EQUIPMENT

Equipment consists of:

Equipment	
Four Key Punches and other EAM	$17,052.
Staff and Supplies	37,948.
Total Data Processing Budget	$55,000./yr.

E. APPLICATIONS SUMMARY

Applications are payroll oriented with general end-of-month financial statistics.

Systems Development Corporation received a $62,000 eight month contract in 1966 to review the use of computers. In addition, the contract includes a detailed feasibility study for determining administrative uses of the technology.

SECTION IV

DISCUSSION OF APPLICATIONS

INTRODUCTION

Student accounting applications in our term of reference includes census, membership, attendance, scheduling, and report cards. There are many other student accounting applications in process in the cities; such as, age-grade reports, test results, student activities accounting; however, we have included all such applications as a by-product of the membership file. A discussion of each broad student accounting application follows.

CENSUS

Some cities, such as Detroit and Pittsburgh, have an annual or periodic census which includes all children, generally from birth to nineteen years of age. The census taker, in addition to recording the names and ages of children, usually also identifies their guardians, giving name and address, telephone number, type of residence, and, in many instances, source of income and occupation information.

It is apparent that the census, if maintained and updated, should be the basic source for building the pupil membership file in those cities where applicable. In Detroit, for example, census information is processed by data processing, and valuable information is reported. Detroit, however, has not as yet constructed a membership file.

As another example, although Pittsburgh does not maintain census or data processing, the individual census cards are constantly maintained and updated and are cross-filed by street, family, and school.

MEMBERSHIP

No city has what we would consider a complete membership file. Generally, the membership file will include:

1. Identity data; such as, identity number, name, address, birth date, birth certificate number, birthplace, sex
2. Biographic data; such as, guardian's name, relationship of guardian, employment of parents, citizenship status, names and ages of other children in the family
3. Status data; such as, school number, school name, room, grade, program, special education status, entry type, entry source, entry date
4. School progress by grade and subject
5. Medical and health data
6. Test results
7. Activities, honors, comments by counselor, and miscellaneous items

Cities such as Baltimore, Boston, Milwaukee, and San Diego have partial membership files as a necessity for scheduling junior and senior high school students. Memphis and Chicago have partial membership files on all pupils from kindergarten through twelfth grade which are considered as pioneering efforts in the sophisticated use of computers or educational administration. We have used three criteria for examining membership files:

1. Completeness of information
2. Frequency of updating
3. Accessibility of information

The establishment of a pupil membership system has been under development in Chicago for three years. Memphis, New York, Philadelphia, and San Diego, among others, are in the process of developing a student data bank. Although the information criteria of pupils in each instance is similar, techniques, objectives, communications, and methods vary widely. Critical attention has been given to:

1. Numbers and transiency of pupils
2. Gathering, editing, and updating of original information
3. Communications and associated hardware for transmitting change date
4. Training and availability of school secretaries
5. Integration of student data file with files for personnel, finances, and material

ATTENDANCE

Attendance objectives and systems range from:

1. Baltimore and Chicago - monthly summary attendance information only

2. Boston - attendance files updated weekly

3. Memphis - attendance recorded and transmitted daily

In most city school systems, the classroom or homeroom teacher maintains a record book. This record book contains all the detailed information regarding the pupil's absences, tardiness, and progress, with comments and summaries. Normally, each school or calendar-month, the teacher summarizes membership, attendance, and progress information for pupils under her responsibility. The principal's office summarizes the teachers' reports in a school report. The individual school reports are then forwarded to the central headquarters for additional summarization, analysis, and reports. Not only is this information basic for educational administration and operation, but it is necessary also for staffing, building, state aid, and statistical research.

Monthly membership and attendance reports, combined with the many requests for student information, are the cause of teacher labor which should be directed to instructing children. Although no one city has been completely successful to date in eliminating this effort, it is apparent that significant progress is being made in that direction.

For additional information regarding pupil attendance accounting, see the section of this report entitled "State Aid and Pupil Statistical Reporting."

SCHEDULING

One of the first systems usually designed for data processing in education (other than payrolls, finances, etc.) is high school scheduling or programming. For example, the following cities are involved in scheduling pupils, and many of these systems have been in operation for some time: Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Memphis, Milwaukee, Philadelphia, Pittsburgh, San Diego, St. Louis, and Washington. To review the extent of this effort, the following results have been made available to us:

	Jr. High Schools		Sr. High Schools	
District	Schools	Pupils	Schools	Pupils
Baltimore		-0-	18	32,000
Boston	*17	16,082	*16	21,068
Buffalo		-0-	*14	18,000
Chicago		-0-	89	157,000
Cleveland		-0-	3	7,500
Detroit		-0-	*24	44,000
Los Angeles		-0-	22	55,000
Memphis	*27	30,304	*21	22,386
Milwaukee		-0-	*15	28,000
New York		-0-		-0-
Philadelphia	2	4,200	18	50,788
Pittsburgh		-0-	2	5,000
San Diego	2	3,500	3	5,500
San Francisco	2	2,500	2	4,300
St. Louis		-0-	*11	25,000
Washington		-0-		-0-
TOTAL	50	565.86	258	475,542

* All High School Pupils

The problem of constructing a master schedule for a comprehensive high school is indeed a highly complex one, due, in large part, to the many human elements which must be considered and evaluated at the various decision points in the design process. The preferences, feelings, and competencies of individual teachers, the individual differences and needs of students, and the intuitive abilities of the principal to sense the factors which he will face when the master schedule is implemented - all must be provided for in the design phase.

Once the master schedule is available, the routine for assigning students to classes can be performed. The techniques involved in producing student schedules have been developed in automated form by most city districts, as mentioned previously, and breakthroughs are gradually being made in master schedule development as more experience is obtained.

Many city districts, once they have successfully programmed students with a manually produced master schedule, are providing school principals with many significant tools that assist greatly in the preparation of the next master schedule. Since all city districts have had some experience, many as much a four years, in automating the school scheduling process, it is generally assumed that development will continue automatically.

We do see a great need, however, for the scheduling process to be the basic by-product of the pupil, facilities, personnel data banks. As mentioned before, sophistication in scheduling will be achieved when the continuous progress of students and all the human factors involved can be taken into consideration individually in the final preparation of the students' programs. Of the cities reviewed in this report, only Memphis and Chicago make use of a pupil data bank as the basis of high school scheduling. Other problems that need consideration are:

1. Available time for principals, program officials, and counselors during the summer months - Milwaukee, Chicago, and Detroit, among others, have established extended time periods for key staff personnel.
2. Continuous follow-up during the summer months of pupils leaving and arriving in the city, with the staff support for processing withdrawals, subject requests for new students, and program revisions.

As an example of how serious staff training becomes in scheduling pupils, we quote from a Chicago analysis:

> High school scheduling has been a priority task for many months. Eighty-one high schools and branches were included in our program, sixty-two of them for the first time, with no parallel operations. 114,723 students were programmed

successfully. For individual schools, percent of efficiency ranged from a low of 71% to a high of 99.6%. District Three schools (our pilot schools with two years of experience) had 9,709 students on tape, of which 9,573 received complete schedules.

In most city districts, the student scheduling process ends with the beginning of term production of programs, class lists and rosters, etc. These cities include Baltimore, Buffalo, Chicago, Detroit, Los Angeles, Pittsburgh, Philadelphia, and Washington, D. C. All cities have plans for continuing the operation through the preparation of report cards. At the present time, only the following city districts are involved in report card preparation, the majority in only a portion of the school population:

Partial High Schools and Pupils

Cleveland
San Diego

All High Schools and Pupils

Boston
Memphis
Milwaukee
St. Louis

Following this report, we have included some random samples of student programs, class tests, report cards, etc.

OTHER APPLICATIONS

Of the sixteen city districts (reference chart on other applications) the following applications have been reviewed:

Application	Number of City Districts
Payrolls	14
Personnel	2
Budget Preparation	1
Appropriations & Expenditures	15
Requisitioning	13
Inventory Control	9
Purchase Orders	1
Facilities	3
Test Scoring & Analysis	13

Most city districts have been using data processing for financial applications for extended periods. Since these broad applications closely parallel developments throughout industry, and since detailed documentation is available from many sources, we have not attempted to review these applications in detail.

Payroll

Since payroll is a significant application in all sixteen city districts, except two, the following analysis has been prepared. In each instance, the manager of data processing has estimated the percentage of data processing operations applied to payroll processing. The estimate listed should not be considered as complete, since in most districts there are staff personnel involved in payroll processing other than data processing and the payroll department:

City District	Percent of D/P Budget	Payroll Dept. Staff
Buffalo	80	7
Chicago	15	39
Cleveland	75	18
Detroit	20	40
Los Angeles	35	76
Memphis	15	2
Milwaukee	34	6
New York	65	63
Philadelphia	40	10
Pittsburgh	80	6
San Diego	25	15
San Francisco	95	14
St. Louis	40	15
Washington	50	14
Average	43	

Personnel

It is apparent that data processing systems for personnel must be given a high priority. School officials and data processing managers constantly stressed the need for personnel file development. It is logical to assume that personnel systems and pupil data banks will supply the needed base toward integrated information systems, program budgeting, and program development.

An analysis of qualifications and backgrounds of teachers might be of assistance in locating instructional personnel who would be better able to assist pupils with particular problems. Teachers with actual or potential certification in areas that are in short supply could be located and encouraged to make a change.

In contemplating program development, a large force of instruction writers will have to be recruited from existing teaching ranks. An initial set of criteria as regards qualifications could be correlated with a personnel file to develop lists of candidates. The success or failure of the first group of writers can be determined by comparative student test scores and the initial criteria redefined, necessitating a new analysis of the personnel file.

Program budgeting has the teacher as its basic perimeter, but also as its most significant variable. By recording the background and current achievements of a teacher, useful conclusions may be drawn to optimize future programs.

All city districts are working toward personnel file development in varying degree. Of the cities reviewed, Chicago and San Diego seem to be nearer to completion of operational systems.

Personnel systems have, as one objective, the assignment of day-to-day substitute teachers. Under present methods, at least two-thirds of the vacancies caused by unanticipated absences of classroom teachers are not covered by regular substitutes, resulting in the diversion of school administrative personnel from their regular duties or the placement of students in study halls. Systems being designed will be able to instantly locate available substitutes who qualify educationally and geographically.

The development of the personnel data bank is of critical importance. This file will supply the necessary support, and will, in many instances, define the parameters for the construction and operation of pupil, finance, and material systems.

1 of 3

PUPIL ACCOUNTING APPLICATIONS

School District	Elem.	Jr. H. S.	Sr. H. S.	Complete	Partial
Baltimore					
Census				x	
Membership		x	x		x
Attendance		x	x		x
Scheduling			x		x
Report Cards					
Boston					
Census					
Membership		x	x		x
Attendance		x	x		
Scheduling		x	x		
Report Cards		x	x		
Buffalo					
Census					
Membership					
Attendance					
Scheduling			x		x
Report Cards					
Chicago					
Census					
Membership	x	x	x		
Attendance	x	x	x		x
Scheduling	x	x	x	x	
Report Cards					
Cleveland					
Census					
Membership					
Attendance					
Scheduling			x		x
Report Cards			x		x
Detroit					
Census				x	
Membership					
Attendance					
Scheduling			x		x
Report Cards					
Los Angeles					
Census					
Membership					
Attendance					
Scheduling			x		x
Report Cards					

2 of 3

PUPIL ACCOUNTING APPLICATIONS

School District	Elem.	Jr. H. S.	Sr. H. S.	Complete	Partial
Memphis					
Census				x	
Membership	x	x	x		x
Attendance	x	x	x		
Scheduling		x	x		
Report Cards	x	x	x		
Milwaukee					
Census					
Membership		x	x		x
Attendance		x	x		
Scheduling		x	x		x
Report Cards		x	x		x
New York					
Census					
Membership					
Attendance					
Scheduling					
Report Cards					
Philadelphia					
Census					
Membership					
Attendance					
Scheduling			x	x	
Report Cards					
Pittsburgh					
Census					
Membership					
Attendance					
Scheduling			x		x
Report Cards					
San Diego					
Census					
Membership		x	x		x
Attendance		x	x		x
Scheduling		x	x		x
Report Cards		x	x		x
San Francisco					
Census					
Membership					
Attendance					
Scheduling					
Report Cards					

3 of 3

PUPIL ACCOUNT APPLICATION

School District	Elem.	Jr. H. S.	Sr. H. S.	Complete	Partial
St. Louis					
Census					
Membership					
Attendance			x	x	
Scheduling			x	x	
Report Cards			x	x	
Washington, D. C.					
Census					
Membership					
Attendance					
Scheduling		x	x		x
Report Cards					

OTHER APPLICATIONS

School District	PAYROLL	PERSONNEL	BUDGET PREPARATION	APPROPRIATIONS AND EXPENDITURES	REQUISITIONING	INVENTORY	PURCHASE ORDERS	FACILITIES	TEST SCORING AND ANALYSIS
Baltimore				X	X			X	X
Boston				X	X				X
Buffalo	X				X				
Chicago	X	X	X	X	X	X			X
Cleveland	X			X	X	X			X
Detroit	X			X	X	X			X
Los Angeles	X			X	X	X		X	X
Memphis	X			X	X	X			X
Milwaukee	X			X	X				X
New York									
Philadelphia	X			X	X	X		X	X
Pittsburgh	X			X					X
San Diego	X	X		X	X	X			X
San Francisco	X			X					X
St. Louis	X			X	X	X			
Washington	X			X					

SECTION V

TENTATIVE MASTER FILE DESIGNS

Tentative Master File Designs

Probably the most critical area for data processing development is the basic design of a master file. The real worth of any file can be related to how well the design structure is integrated with all other files, and if it can stand the test of a three-year operation without change or revision. The system's designer or the computer programmer is required to rely on the information needs of management, and full agreement and understanding with all potential users of information is required.

For example, in designing a personnel system, the following administrative department personnel should be intimately involved with the system's designer in order that all their requirements are specified:

Finance

Payroll

Personnel

Substitute teacher assignment

Research

Curriculum

Budget preparation and control

Personnel evaluation

Following are some representative examples of master file design for personnel, pupils, cumulative records, and facilities.

STUDENT MASTER FILE

Index
Student Master Tape Code
Creation Date
Retention Cycle
School Code
Student No.
Student Name
Sex
Date of Birth
Address
Telephone No.
Year of Graduation
Curriculum Code
Entry Code and Date
Last Boston School Attended
Point Accumulation
Counsellor
Withdrawal Date & Code
6-Test Score Sections
Course, Section, Grades
Conduct, Effort, Study Habits
Days Membership, Present, Absent,
  Tardy, Dismissed

CURRENT STUDENT MASTER RECORD (SMR) FORMAT

High School

Identification

- Student Number
  - Name
  - Sex
  - Birth Data
  - Address
- Guardian Name
  - Relation
  - Address

Enrollment

- System Entry Reason
  - Date
  - Former System
- Withdrawal Reason
  - Date
  - Transfer To

Educational Factors

- Last Previous School No.
  - Grade
  - Div. Room No.
- Present School No.
  - Grade
  - Div. Room No.
  - Period 1 to N Course
    - Room
    - Marks

Attendance

- School Yr. to Last Mkg. Pd.
  - Absence-X
  - Absence-Non-X
  - Times Tardy
  - Truancy Investig.
  - Truancy Determinations

Test Factors

- Test Name & Form
- Type Score & Norm. Pop.
- Grade & Month Administered

Personal Factors

- Ratings, Latest Personal
- Activities, In-School Hours
  - Ex-School Hours
- Objectives, Educational
  - Occupational
- Employment, Status
  - Early Dismissal Req'd

Health Factors

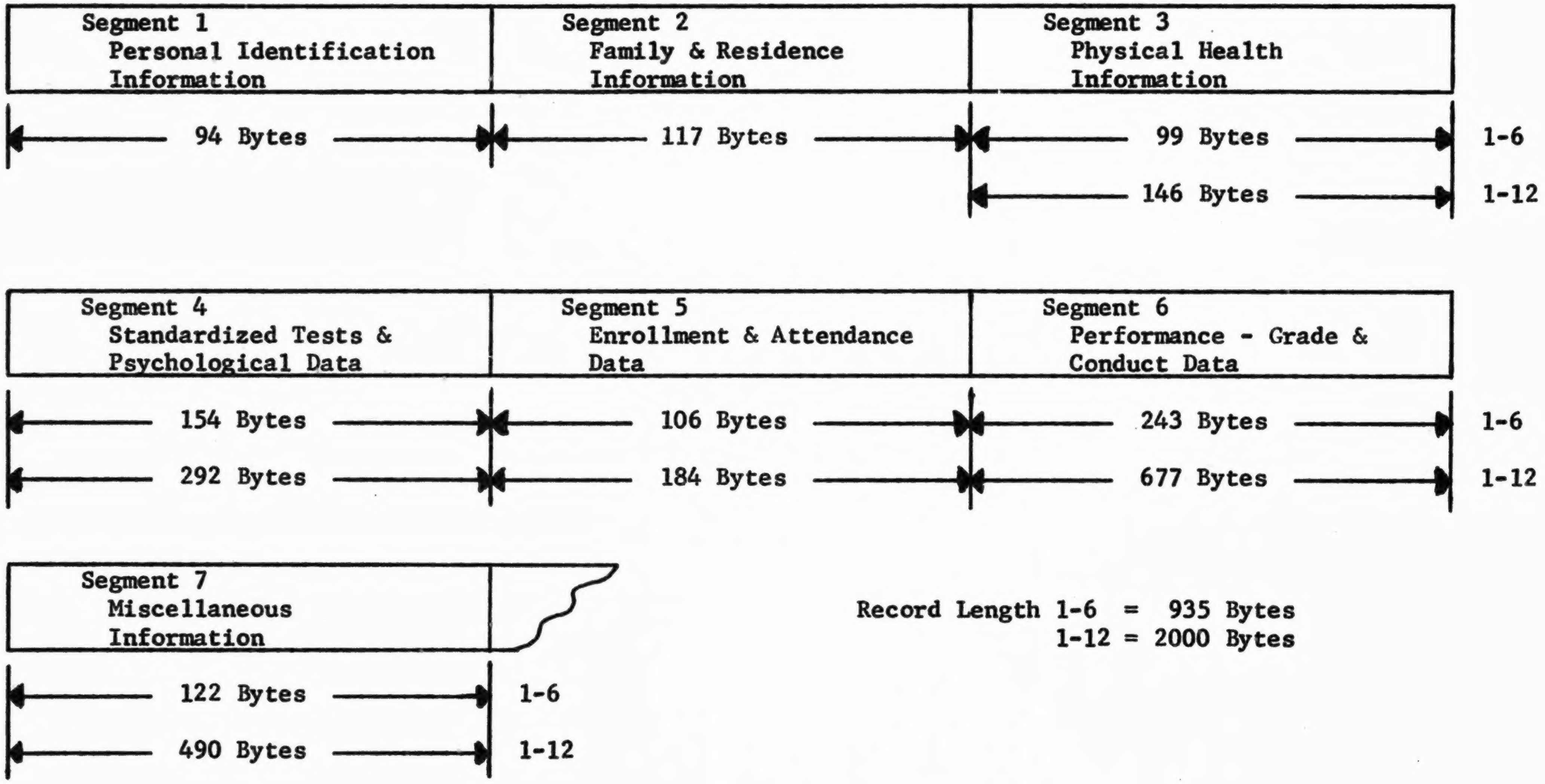
- Med. Exam., Latest Date
  - Findings (Code)
  - Disposition
- Vision Test, Latest Date
  - Findings (Code)
  - Disposition
- Hearing Test, Latest Date
  - Findings (Code)
  - Disposition
- Dental Exam., Latest Date
  - Findings (Code)
- Illness Record (Code)
  - Days this year

Exceptional Factors

- Child Study, Action Type
  - Date
  - Findings (Code)
  - Disposition
- School Case, Action Type
  - Date
  - Findings (Code)
  - Disposition

PERMANENT CUMULATIVE RECORD

GENERAL FORMAT


Segment 1
Personal Identification Information
Segment 2
Family & Residence Information
Segment 3
Physical Health Information
94 Bytes
117 Bytes
99 Bytes
1-6
146 Bytes
1-12
Segment 4
Standardized Tests & Psychological Data
Segment 5
Enrollment & Attendance Data
Segment 6
Performance - Grade & Conduct Data
154 Bytes
106 Bytes
243 Bytes
1-6
292 Bytes
184 Bytes
677 Bytes
1-12
Segment 7
Miscellaneous Information
122 Bytes
1-6
490 Bytes
1-12

Record Length 1-6 = 935 Bytes
1-12 = 2000 Bytes

1 of 5

PERMANENT CUMULATIVE RECORD

Segments 1-3
Grades 1-12

File Sequence (School Code Current Year – Current Grade)

School Code Current Year	Current Grade	Pupil Number	Pupil Name	Street Address	City Code	Telephone Number	Birthdate	Birthplace	Citizenship Status
3	2	11	26	18	1	7	6	15	1

80 Bytes

Document Verifying Birthdate	Race & Sex Code	Religion	Residence in Memphis (No.Years)	Marital Status	Language Spoken (If not English)		Male Guardian (Full Name)	Relationship	Address (If Different)
1	1	1	2	1	1		26	1	18
Telephone Number	Birthdate	Birthplace	Citizenship Status	Deceased	Highest Level of Education	Occupation Code	Female Guardian	Relationship	Address (If Different)
7	6	15	1	1	1	2	26	1	18

140 Bytes

Telephone Number	Birthdate	Birthplace	Citizenship Status	Deceased	Highest Level of Education	Occupation Code	Total No. Persons in Household	Presence of Handicapping Conditions in Family	
7	6	15	1	1	1	2	2	2	
Exempt From Health Program	Immunization Status	General Medical Data	Habits	Previous Medical History	Development History	Tests (Sight & Hearing)	Family Physician		
1	12	22	12	33	1	2	26		

68 Bytes

Segments 4-7 Grades 1-6

Grade 1 Readiness Tests	Grade 1 Achievement Tests	Grade 2 Achievement Tests	Grade 3 Achievement Tests	Grade 3 I. Q. Tests	Grade 4 Achievement Tests	Grade 5 Achievement Tests	Grade 5 I. Q. Tests	Grade 6 Achievement Tests	▨
4	13	13	21	6	21	23	6	33	

70 Bytes

								Grade 1	
Date of Entry to Memphis Schools	Type of Entry Code	Grade Entered	Type Class	State Previously Enrolled	Date of Withdrawal	Withdrawal Code	No. Days Membership	No. Days Attendance	Frequency of Absence
6	1	1	1	2	6	2	3	3	2

52 Bytes

	Grade 1 (Cont.')								
No. Days Absent	No. of Excused Absences	No. of Unexcused Absences	Referrals Because of Absence	Grade 2 Attendance Data	Grade 3	Grade 4	Grade 5	Grade 6	▨
3	2	2	1	16	16	16	16	16	

	Grade 1 Performance								
School Code	Teacher Code	Conduct & Academic Grades	Pass/Fail Code	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	▨
3	5	24	1	33	33	42	42	42	

113 Bytes

Project Participation	Referral Data	Student Problem Areas	Teacher & Counselor Evaluation	Activities, Special Honors	Special Education Data	▩			
20	20	20	20	20	20				

120 Bytes

Segments 4-7 Grades 1-12

Grade 1 Readiness Tests	Grade 1 Achievement Tests	Grade 2 Achievement Tests	Grade 3 Achievement Tests	Grade 3 I. Q. Tests	Grade 4 Achievement Tests	Grade 5 Achievement Tests	Grade 5 I. Q. Tests	Grade 6 Achievement Tests	Grade 7 Achievement Tests
4	13	13	21	6	21	23	6	33	36

Grade 8 Achievement Tests	Grade 8 I. Q. Tests	Grade 9 English Tests	Grade 10 Achievement Tests	Grade 11 I. Q. Tests	Grade 11 English Tests	Grade 12 Tests			
						English	History	Chemistry	Physics
33	6	5	47	6	5	5	5	5	5

159 Bytes

Grade 12 Tests									
Spanish	Algebra	Biology	Math	▨	Date of Entry to Memphis Schools	Type of Entry Code	Grade Entered	Type Class	State Previously Enrolled
5	5	5	5		6	1	2	1	2

Date of Withdrawal	Withdrawal Code	Grade 1			Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		No. Days Membership	No. Days Attendance	No. Days Absent					
6	2	3	3	3	9	9	9	9	9

Grade 7							Grade 8	Grade 9	Grade 10
No. Days Membership	No. Days Attendance	No. Days Absent	No. of Excused Absences	No. of Unexcused Absences	Frequency of Absence	Referrals Because of Absence			
3	3	3	2	2	2	2	17	17	17

88 Bytes

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Grades 1-12

Grade 11	Grade 12	▨	Grade 1 Performance Data	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7 School Code
17	17		33	33	33	42	42	42	3

	Grade 7 - Performance Data								
	Course 1		Course 2						
Course Code	Teacher Code	Year Grade		3	4	5	6	7	8
4	5	1	10	10	10	10	10	10	10

341 Bytes

			Grade 8 Subject & Grades				Grade 9		
							Course #1		
9	10	Pass/Fail Code		School Code	Course Code	Teacher Code	Sem. #1 Grade	Sem. #2 Grade	Year Grade
10	10	1	104	3	4	5	1	1	1

	Performance Data								
Course 2	3	4	5	6	7	Pass/Fail Code	Grade 10 Subject & Grades	Grade 11	Grade 12
12	12	12	12	12	12	1	88	88	88

Project Participation	Referral Date	Student Problem Areas	Teacher & Counselor Evaluation	Activities, Special Honors	Special Education Data	Colleges Applied	Colleges Accepted	Follow-up Data	▩
20	20	20	20	100	20	50	50	100	

400 Bytes

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MASTER EMPLOYEE FILE

PERSONNEL DATA

Item No.	Description	No. Characters
1	Record Type	2
2	Last Name	15
3	First Name & Initial	10
4	Social Security Number	9
5	Social Security Member	1
6	Address - Line 1	24
7	Address - Line 2	24
8	Address - Line 3	24
9	Address - Line 4	24
10	Telephone Number	11
11	Sex	1
12	Race	1
13	Date of Birth	6
14	Marital Status	1
15	Selective Service Classification	2
16	Selective Service Number	11
17	Retirement Age	2
18	Retirement Plan	1
19	Retirement Account Number	6
20	Retirement Class	1
21	Union Affiliation	1
22	Union Affiliation	1

EDUCATIONAL DATA

Item No.	Description	No. Characters
23	Level of Education	1
24	High School Graduate	1
25	Bachelor Degree Type	1
26	College/University	4
27	Major Course	2
28	Year Graduated	2
29	Master Degree	1
30	College/University	4
31	Major Course	2
32	Year Graduated	2
33	Doctorate Degree	1
34	College/University	4
35	Major Course	2
36	Year Graduated	2
37	(Reserved: In-Service Training)	60
38	Pa. Certif. (type)-Present Position	4
39	Certif. Number	4
40	Certif. Issue Date	6
41	Certif. Exp.	6
42	Years Certif. Used	3
43	Other Pa. Certif. (type)	4
44	Certif. Number	4
	TOTAL CHARACTERS	298

EDUCATIONAL DATA
(Page 2)

Item No.	Description	No. Characters
45	Certif. Issue Date	6
46	Certif. Exp. Date	6
47	Other Pa. Certif. (type)	4
48	Certif. Number	4
49	Certif. Issue Date	6
50	Certif. Exp. Date	6
51	Other Pa. Certif. (type)	4
52	Certif. Number	4
53	Certif. Issue Date	6
54	Certif. Exp. Date	6
55	Other Pa. Certif. (type)	4
56	Certif. Number	4
57	Certif. Issue Date	6
58	Certif. Exp. Date	6
59	Other Pa. Certif. (type)	4
60	Certif. Number	4
61	Certif. Issue Date	6
62	Certif. Exp. Date	6
63	Other Pa. Certif. (type)	4
64	Certif. Number	4
65	Certif. Issue Date	6
66	Certif. Exp. Date	6
67	Field of Certification	4
68	" " "	4
69	" " "	4
70	" " "	4
71	" " "	4
72	" " "	4
73	" " "	4
74	" " "	4
75	License Held	2
76	" "	2
77	" "	2
78	" "	2
79	NTE Exam., Professional Score	2
80	" " English "	2
81	" " Social Studies "	2
82	" " Science & Math "	2
83	" " Non-Verbal Reas.	2
84	" " Common Total "	3
85	" " Common Nat'l. Percentile	2
86	" Optional Exam Code	2
87	" " " Score	2
88	" " " Percentile	2
	TOTAL CHARACTERS	173

EDUCATIONAL DATA
(Page 3)

Item No.	Description	No. Characters
89	NTE Optional Exam Code	2
90	" " " Score	2
91	" " " Percentile	2
92	NTE Exam Data (mo.-yr.)	4
93	Local Exam Subject/Position	8
94	Local Written Exam Score	2
95	Local Oral Exam Score	2
96	Location of Practice Teaching	2
97	Foreign Language Proficiency (best)	2
98	" " " (Other)	2
99	" " " (Other)	2
	PRESENT POSITION	
100	Position Classification	4
101	Major Teaching Assignment	4
102	Yrs. Svc. in Position	2
103	Rating (latest)	1
104	Rating (1st previous)	1
105	Rating (2nd previous)	1
106	Rating (3rd previous)	1
107	Other Teaching Assignment	4
108	" " "	4
109	Regular School/Division	4
110	Regular District	1
111	Special School/Division	4
112	Special District	1
113	Type of Appt.	1
114	Appt. Date	1
115	Employment Classification	2
116	No. Prof. Persons Supervised	5
117	No. Non-Prof. Persons Supervised	5
118	Employment Status	1
119	Date Left Service	6
120	Reason for Employment Termination	2
	EXPERIENCE IN P.S.D.	
121	Position Class.	4
122	Teaching Assignment	4
123	Years Svc. in Position	2
124	School/Division	4
125	Appt. Date	6
126	Position Class.	4
127	Teaching Assignment	4
128	Years svc. in Position	2
129	School/Division	4
130	Appt. Date	6
131	Position Class.	4
132	Teaching Assignment	4
	TOTAL CHARACTERS	138

EXPERIENCE IN P.S.D.
(Page 4)

Item No.	Description	No. Characters
133	Years svc. in Position	2
134	School/Division	4
135	Appt. Date	6
136	Position Class.	4
137	Teaching Assignment	4
138	Years svc. in Position	2
139	School/Division	4
140	Appt. Date	6
141	Service Date	6
142	Years svc. in Philadelphia School District	2
	EXPERIENCE OUTSIDE P.S.D.	
143	Position Class.	4
144	Teaching Assignment	4
145	Years svc. in Position	2
146	Position Class.	4
147	Teaching Assignment	4
148	Years svc. in Position	2
149	Position Class.	4
150	Teaching Assignment	4
151	Yrs. svc. in Position	2
152	Position Class.	4
153	Teaching Assignment	4
154	Yrs. svc. in Position	2
155	Yrs. svc. in U.S. Outside Phila. Schl. Dist.	2
156	Years svc. in U.S. excluding Penna.	2
	FOREIGN EXPERIENCE	
157	Foreign Country	2
158	Years svc. in Country	2
159	Foreign County	2
160	Years svc. in Country	2
161	Years Foreign svc.	2
162	(Reserved: Extra-Curricular Activities)	40
	ABSENCE DATA	
163	YTD Personal Illness Days	3
164	YTD Injured in Line of Duty Days	3
165	YTD Illness in Family Days	3
166	Cum. Avail. Personal Illness Days	3
167	Effective Date of Sabbatical Leave	6
168	Length of Sabbatical Leave	3
	TOTAL CHARACTERS	155

ABSENCE DATA
(Page 5)

Item No.	Description	No. Characters
169	Termindation date of Sabbatical Leave	6
170	Type of Leave of Absence	4
171	Effective Date of Leave of Absence	6
172	Length of Leave of Absence	6
173	Term. Date of Leave of Absence	3
174	YTD Personal Leave Days	3
175	Cum. Avail. PERSONAL Leave Days	3
176	YTD Special Assignment Days	3
177	YTD Commencement Days	3
178	YTD Court Appear. Days	3
179	YTD Death Days	3
180	YTD Marriage Days	3
181	YTD Quarantine Days	3
182	YTD Religious Holiday Days	3
183	YTD Weather Conditions Days	3
184	YTD Vacation Days	3
185	Cum. Avail. Vacation Days	3
186	YTD School System Meeting Days	3
187	YTD Other Educ. Meeting Days	3
188	YTD Ed. Conv. & Confer. Days	3
189	YTD Examination Days	3
190	YTD Observation Days	3
	TOTAL CHARACTERS	76
	(Reserved: Payroll Info. Segment)	290
	(Open: Future Use)	70

Max. Char. for Personnel Segment - 840
" " " Payroll " - 290
Open " " Future Use - 70

TOTAL MAXIMUM CHARACTERS 1200

PERSONNEL DATA FILE

DEMOGRAPHIC ITEMS

Data Description:	Classification:
Social Security Number	
School or Office Number	It should give location and nature of school or office
Name	Last, first, and middle in that order
Address (I)	Current mailing address
Address (II)	Previous address
Sex	1 - Male 2 - Female
Marital Status	1 - Single 2 - Married 3 - Widowed 4 - Divorced
Race	1 - White 2 - Negro 3 - Other
Birth Date	Year, Month, Day order
Place of Birth	State, City
Religion	1 - Protestant 2 - Catholic 3 - Jewish 4 - Other
Home phone number	
Head of family	1 - Yes 2 - No

Data Description	Classification
Member of Ed. Assn. NEA, Union	1 - Ed.Assn. 2 - NEA 3 - Union 4 - None of these

WORK HISTORY

Job Title :	Exact job title :
Job Code	It should indicate nature and function of job
Position	It should indicate degree of responsibility
Department Code	It should indicate nature of function
Salary Level & Step	
Full Time or Part Time	1 - Full Time 2 - Part Time
Date of Employment	Year, Month, Date
Increment Date	Year, Month, Date
Years experience in this district	
Previous Experience (3 most recent positions)	1. Type of job & months of experience. 2. Type of job & months of experience. 3. Type of job & months of experience.
Most Recent Employment (Prior to P.B.E.)	1. Type of job 2. Employer's name 3. Zip code
Score on note examination	

EDUCATIONAL BACKGROUND

Data Description :	Classification :
Educational Level	1 - Less than Bachelor 2 - Bachelor 3 - Master 4 - Master + 30 5 - Master + 60 6 - Doctor
Location of College attended	Use Zip Code
Undergraduate Major	
Graduate Major	
Special Training	
Type of Certificate or License	
Certificated In	Subjects qualified to teach
Summer School for Last 10 Years	
P.P.S. Institutes, Workshops, etc.	

FAMILY BACKGROUND

Data Description:	Classification:
Spouse's first name	
Spouse's occupation	Exact Title
Spouse's birth date	
Spouse's education	1 - High School 2 - College 3 - More than College
Father's first name	
Father's occupation	
Father's birth date	
Father's education	1 - High School 2 - College 3 - More than College

Data Description :	Classification :
Mother's first name	
Mother's occupation	
Mother's birth date	
Mother's education	1 - High School 2 - College 3 - More than College
No. of Brothers & Sisters	
No. of Children	

MISCELLANEOUS DATA

Data Description:	Classification:
Military experience	Specify status such as veteran, also position & type of forces, e.g., army-officer
Community Activity	Participate: 1 - Extensively 2 - Fairly 3 - Moderately 4 - None
Hobby	

CURRENT INFORMATION

Data Description:	Classification:
Ratio of time to each classroom teaching	1 - Nursary 2 - Kindergarten 3 - Elementary 4 - Secondary 5 - Elementary & Secondary 6 - Special 7 - Speech Correction 8 - Head of Dept. 9 - Extensive adult education
Cummulative days of absence	
No. of days for sick leave allowed	
No. of days for sick leave used	

Data Description:	Classification:
Special Project Participation	Project No. 1. 2. 3.
Job Performance Evaluation	A B C D E
Socio-Economic Background	1 - Above middle 2 - High middle 3 - Average middle 4 - Low middle 5 - Low

PERSONNEL DATA FILE

INFORMATION ITEM	Tentative responsibility for providing data for: Conversion of Existing Data	New Employees	Changes and Corrections
General Information:			
Social Security #	Pers/Data Proc	Personnel	Personnel
Employed Last Name	Data Proc	"	"
First Name	Pers/Data Proc	"	"
Middle Name	"	"	"
Home Address Street	Data Proc	"	"
City State	"	"	"
Zip Code	"	"	"
Date of Birth	Data Proc	"	"
Sex	"	"	"
Ethnic Code	Personnel	"	"
Employee Number	Data Proc	"	"
Beginning Date of Current Service	Pers/Data Proc	"	"
Beginning Date of Present Principal Assignment	"	"	"
Current Leave Beginning and Ending Date	Data Proc	NA	"
Type of Leave	"	"	"
Date of Separation from Districts	Pers/Data Proc	"	"
Date on Which Tenure Was Achieved in Basic Class	Personnel	"	" (a)
Tenure Area	"	"	" (a)
Ending Date or Last Sabbatical Leave	Pers/Data Proc	"	"
Year of Last Five Summer School Assignments	Partial/Data Proc	"	" (a)
Years at Maximum Salary Level	--	"	-- (a)
Semesters of Consecutive Certificated Service (district)	Pers/Data Proc	"	Personnel (a)
Semesters of Continuous Leave Accumulator	Personnel	"	" (a)
Degree and Certificate Differential Code (payroll File)	Data Proc	Personnel	"
Career Increment Code	Personnel	NA	" (a)
Eligible List Code	"	Personnel	"
Codes of Subjects Currently Being Taught by Teachers (space for 8)	--	--	--
Seniority Points Accumulator-Classified Service	Pers/Data Proc	NA	Personnel (a)

P/D Requirements-P/D Data File-Info Item (cont'd)

Credential Information:	Conversion of Existing Data	New Employees	Changes and Corrections
State Credential File #	Pers/Data Proc	Personnel	Personnel
Credentials Held (space for 7)	"	"	"
Credential Code	"	"	"
Expiration Date	"	"	"
Credential Majors-Code (space for 4)	"	"	"
Credential Minors-Code (space for 5)	"	"	"
Educational Background:			
*Bachelors Degree-Field (descriptive title)	Personnel	Personnel	Personnel
Institution-Code (college or university)	"	"	"
Major-Code	"	"	"
Minor-Code (space for 2)	"	"	"
Qualified to teach (adequate course work) (space for 2)	"	"	"
*Masters Degree-Field (descriptive title)	"	"	"
*Institution-Code	"	"	"
Major-Code	"	"	"
*Doctors Degree-Field (descriptive title)	"	"	"
*Institution-Code	"	"	"
Major-Code	"	"	"
*Undergraduate Hours (for non-college graduates)	"	"	"
*Educational Level (for non-college graduates)	"	"	"
Preparation Salary Schedule Point Balances and Accumulations	"	"	"
Separate Balances for Limited Point Accumulation Areas (travel, etc.)			
Rating-in and/or Balance Accumulators	"	"	"
3 Years of Recency Accumulators	"	"	" (a)
Current Year Accumulators	"	"	" (a)

P/D Requirements-P/D Data File-Info Item (cont'd)

Occupational Background:	Conversion of Existing Data	New Employees	Changes and Corrections
*Prior District Service (use assignment area)	Personnel	Personnel	Personnel
*Other Comparable Service (use assignment area)	"	"	"
Current Year Tenure Days Accumulator	"	NA	" (a)
Tenure Years Sequence Indicator	"	NA	" (a)
Tenure Year Count (incl. in status code)	"	Personnel	" (a)
Current Year Earnings Accumulator	Data Proc	NA	Controll. (a)
Previous Year's Earnings Accumulators (space for 5)	none/Data Proc	NA	" (a)
Tax Sheltered Annuity Account Accumulator	Data/Proc	NA	" (a)
*Retirement Fund Accumulator	--	NA	" (a)
*Retirement Fund Identification Code	"	Personnel	"
Assignment Information:			
Budgeted Position Code	--	Personnel	Personnel
Assignment Beginning Date	--	"	"
Assignment Ending Date	--	"	"
Location of Assignment (see bud. pos. code) Code	--	"	"
Location Name (either in record or memory table)	--	NA	Personnel (a)
Position Title	--	--	--
Status Code-Active Assignment Indicator	Data Proc	Personnel	"
Class Code (see Budg. Pos. Code)	"	"	"
Position, Classification, Group Code	"	"	"
Employee Number of S/S Number	"	"	"

P/D Requirements-P/D Data File-Info Item (cont'd)

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Assignment Information: (cont'd)	Conversion of Existing Data	New Employees	Changes and Corrections
Alphabetic Portion of Basis (school yr., calendar yr.) (see bud. pos. code)	Data Proc	Data Proc	--
Assigned Hours (per 4 week day period)	"	"	--
Differential/Shift Code	"	"	--
Rate Per Hour	"	"	--
Schedule-Step or Column-Step	"	"	--
Fund	"	"	--
Appropriation	"	"	--
Type of Personnel Action (see APTDAC)	Pers/Data Proc	Personnel	Personnel
Salary Schedule (preparation, substitute, etc.)	Data Proc	Data Proc	"
Position Experience Accumulator (months)	Pers/Data Proc	Personnel	" (a)
Position Locations Experience Accumulators (space for 5)	Personnel	NA	" (a)
*Reason for Termination of Assignment	"	"	" (a)
Prior Experience Indicator	"	--	"
Vacation Balance (hours)	Data Proc	NA	Controll. (a)
Illness Balance-Full Pay (hours)	"	Data Proc	" (a)
Illness Balance-Half Pay (hours)	"	"	" (a)
*Days Absent w/Pay Current Yr. Accumulator	NA	"	" (a)
*Days Absent w-o/Pay Current Yr. Accumulator	"	"	" (a)

*Item is requested by Personnel Division for non-operational purposes to enable answers to requests for such information as have been received from operating divisions in the past.

--Division responsible will have to be established after study.

NA-Not Applicable.

/ Responsibility of Divisions will be shared on availability of information.

(a) This field would be normally incremented by regular automatic processing.

PERSONNEL DATA FILE

Coding Refers to: Size of Field - 2 Digits

F or V for Fixed or Variable Number of Fields

Minimum Number of Fields - 1 Digit, Maximum - 2 Digits

C or P for Changing or Permanent Data

A, B, C, D for Availability of Data

A - On Tape Now

B - Being Collected From Personnel Questionnaire

C - By-Product of the System

D - Not Available

PERSONNEL FILE

EMPLOYEE NUCLEUS RECORD	NO. CHARACTERS
Social Security Number - Employee I.D.	Identity 09F101PA
Substitute No.	Identity 04F101CA
Name - Title	Identity 04F101CA
Name - First	Identify 15F101CA
Name - Middle - In Full	Identity 15F101CB
Name - Last Name & Suffix	Identity 20F101CA
Address Telephone No. Where Available	Identity 10F101CB
Sex - M or F	Identity 01F101PA
Date of Birth - Mo., Day, Year	Personal H06F101PB
Medical Abstract	Personal H01F101CD
Lane	Educ Qual F02F101CA
Step	Educ Qual F02F101CA
Category	Educ Qual F01F101CA
Category - Step	Educ Qual F01F101CA
Date of Last Appraisal - Mo., Day, Year	Educ Qual F06F101CD
Last Appraisal - Unit Number	Educ Qual F04F101CD
Last 4 Appraisal Efficiency Grades	Educ Qual F04F101CD
Certification Status A/C Payroll	Educ Qual F01F101CA
Certificate Types Approved	Educ Qual F06F707PB
Certificate Hours for Qualification	Educ Qual F02F707PB
Certificate Restriction Eve Sch etc.	Educ Qual F01F707PB
Certificate-Effective Date-Mo., Day, Year	Educ Qual F06F707PB
Certificate-Expiry-Date-Mo., Day, Year	Educ Qual F06F707PB
Exam or Merit - Final Grade	Educ Qual F06F707PD
No. of Semester Hrs. Beyond Highest Degree	Educ Qual F04F101CD
Subtotals Chi.-Npchi-Ill.-Outside Ill. Exper.	Educ Qual F04F404PD
Experience - Total Credit	Educ Qual F04F101PD
Date Tenure Commences - Mo., Day, Year	Placement 06F101CB
Position No. Filling Today or Charged	Placement 05F101CA
Future Position No. Assigned/Appointed	Placement 05F101CA
Future Position Effective Date	Placement 06F101CA
Type of Employee Code-Tape Reg,Ftb,etc.	Pay Comp 02F101CA
MULTIPLE CODE TO SHOW VARIOUS PAYROLLS	
Function Code	Pay Comp 06F101CA
Adjusted Date of Service-Base, Auto, M-D-Y	Pay Comp 06F101CA
Check Distrib. Check Destination Unit	Pay Comp 04F101CA
Salary Rate	Pay Comp 06F101CA
Salary Base	Pay Comp 06F101CA
Per Code	Pay Comp 01F101CA
Overtime Amount	Pay Comp 06F101CC
Increment I Amount	Pay Comp 05F101CA
Increment II Amount	Pay Comp 05F101CA
Special or Additional Salary or Payment	Pay Comp 05F101CA
Travel Allowance or Misc.	Pay Comp 05F101CA
Days Paid Since Last Auto Increase	Pay Hist 04F101CA

Accum-O-Days Since Reg. Auto.	Pay Hist	04F101CA
Date Salary Increment Due Mo., Day, Year	Pay Hist	06F101CA
Days Paid Since Last Auto Increment	Pay Hist	04F101CA
Vacation Leave Accrual	Pay Comp	04F101CA
Vacation Leave Taken Year-to-Date	Pay Comp	04F101CA
Sick Leave Beg Balance School Yr.	Pay Comp	04F101CA
Sick Leave Balance	Pay Comp	04F101CA
Sick Leave Taken School Y-T-Date	Pay Comp	04F101CA
Religious Holiday Absences School Year-To-D	Pay Hist	04F101CA
Calendar Days this Period Att,ABS,Sub-Refusl	Pay Hist	14F101CC
Last Day Pension & Pay Computation	Pay Comp	01F101CA
Sabbatical Code for Payroll	Pay Comp	01F101CA
Last Processing Date Mo., Day, Year	Tran Audit	06F101CC
Arrest Reason	Personal	H01F101PD
Marital Status Present	Personal	01F101CA
Regular Pension - Yes or No	Deductions	01F101CA
Increment Pension - Yes or No	Deductions	01F101CA
Withholding Tax Exemptions	Deductions	02F101CA
Former Name Trailer - Yes or No	Identity	01F101CA
Former Social Sec. No. Trailer - Yes or No	Identity	01F101CA
Chain Addresses-Linkage to Variable Trailers		06F505PC

EMPLOYEE STANDARD TRAILER		NO. CHARACTERS
Alternate Address Trailer Yes or No		Identity 01F101CB
Care of Address Trailer Yes or No		Identity 01F101CB
Other Payrolls Trailers Yes or No		Pay Comp 01F101PB
Experience Trailer Yes or No		Educ Qualf 01F101PB
Other Schools Trailer Yes or No		Educ Qualf 01F101PB
Deduction Type and Period	1	Deduction 02F101CA
Deduction Amount	1	Deduction 05F101CA
Deduction Type and Period	2	Deduction 02F101CA
Deduction Amount	2	Deduction 05F101CA
Deduction Type and Period	3	Deduction 02F101CA
Deduction Amount	3	Deduction 05F101CA
Deduction Type and Period	4	Deduction 02F101CA
Deduction Amount	4	Deduction 05F101CA
Deduction Type and Period	5	Deduction 02F101CA
Deduction Amount	5	Deduction 05F101CA
Deduction Type and Period	6	Deduction 02F101CA
Deduction Amount	6	Deduction 05F101CA
Deduction Type and Period	7	Deduction 02F101CA
Deduction Amount	7	Deduction 05F101CA
Deduction Type and Period	8	Deduction 02F101CA
Deduction Amount	8	Deduction 05F101CA

ANY DEDUCTION CAN APPEAR IN ANY FIELD
DEDUCTION TYPES ARE

Blue Cross
Horace Mann
Municipal
Teachers Union
Bond Deduction
Bond Denomination and No. of Bonds
Union Dues
Union No.
Withholding Extra Amount
Pension Amount if Precalculated
Annuity
Other Deductions

Other Payrolls-Type	1	Pay Comp 02V016CA
Other Payrolls-Position No.	1	Pay Comp 05V016CA
Other Payrolls-Rate	1	Pay Comp 06V016CA
Other Payrolls-Pension Rate	1	Pay Comp 03V016CA
Other Payrolls-Standard Hours	1	Pay Comp 03V016CA
Other Payrolls-Misc. Data	1	Pay Comp 26V002CA
Other Payrolls-Type	2	Pay Comp 02V016CA
Other Payrolls-Position No.	2	Pay Comp 05V016CA
Other Payrolls-Rate	2	Pay Comp 06V016CA
Other Payrolls-Pension Rate	2	Pay Comp 03V016CA
Other Payrolls-Standard Hours	2	Pay Comp 03V016CA
Other Payrolls-Misc. Data	2	Pay Comp 26V002CA
Employee Mailing Address-Street No.		Identity 07F101CA

Address-Direction NESW	Identity 01F101CA
Address-Fraction	Identity 02F101CA
Address-Street Name or No.	Identity 20F101CA
Address-City Name	Identity 20F101CA
Address-State Name	Identity 05F101CA
Address-Zone & Zip Code	Identity 05F101CA
Map Location of Address	Identity 10F101PC
Place of Birth - City	Personal H20F101PB
Place of Birth - County	Personal H15F101PB
Place of Birth - Country	Personal H15F101PB
Place of Birth - City Code	Personal H04F101PB
Place of Birth - County Code	Personal H03F101PB
Place of Birth - State/country Code	Personal H03F101PB
Maiden Name	Identity 20V001PB
Military Status	Personal H01F101CB
Military Serv. from-Mo., Day, Year	Personal H06V005PD
Military Serv. to-Mo., Day, Year	Personal H06V005PD
Military Serv. Location-City Code	Personal H04V005PD
Military Service-State/Country Code	Personal H03V005PD
Total Number of Children	Personal H02F101CB
Last Medical-Mo., Day, Year	Personal H06F101CD
Date of Last X-Ray-Mo., Day, Year	Personal H06F101CD
Citizenship Status	Personal H01F101CD
Citizenship Naturalization Date Mo., Day, Year	Personal H06V001PD
Loyalty Affadavit on File Yes or No	Personal H01F101PD
Semester Hours in Education	Educ Qualf 04F101CD
Last High School Name	Educ Qualf 20F101PB
Last High School-City Name	Educ Qualf 20F101PB
Last High School State or Country Name	Educ Qualf 15F101PB
Last High School City Code	Educ Qualf 04F101PB
Last High School State Code	Educ Qualf 03F101PB
Last High School Graduation Year	Educ Qualf 02F101PB
Last High School Dates Attended From-To	Educ Qualf 08F101PB
University Name-Bachelors Degree	Educ Qualf 20F101PB
University City Name	Educ Qualf 20F101PB
University-State Name	Educ Qualf 04F101PB
University-City Code	Educ Qualf 04F101PB
University-State Code	Educ Qualf 03F101PB
Type of School	Educ Qualf 01F101PB
Major	Educ Qualf 05F101PB
Degree	Educ Qualf 05F101PB
Degree Year	Educ Qualf 02F101PB
Dates Attended from-To, Mo., Year	Edud Qualf 08F101PB
Open	04

VARIABLE DATA PER EMPLOYEE - IN TRAILER RECORDS

Address -c/o	Identity 20V001CA
Home Address-Street Number	Identity 05V001CB
Home Address-Direction NSEW	Identity 01V001CA
Home Address-Fraction	Identity 02V001CB
Home Address-Street Name or Number	Identity 20V001CB

Home Address-c/o	Identity 20V001CB
Home Address-City Name	Identity 20V001CB
Home Address-Zone & Zip Code	Identity 05V001CB
Home Address-State Name	Identity 05V001CB
Home Telephone-Area Code & Number	Identity 10V001CB
Former Name-First	Identity 15V001CA
Former Name-Middle-In Full	Identity 15V001CB
Former Name-Last Name & Suffic	Identity 20V001CA
Former Name-Reason Chg Code	Identity 01V001CC
Former Name-Date-Mo., Day, Year	Identity 06V001CC
Former Employee Number-F.I.N.	Identity 09V001CC
Marital Status-Classification Code	Personal H01V105CB
Marital Status-Dates-Mo., Day, Year	Personal H06V105CB
Birth Dates of Minors-Mo., Day, Year	personal H06V015PB
Certificate Types Off	Educ Qualf 06V113PB
Certificate-Effective Date-Mo., Day, Year	Educ Qualf 06V113PB
Transfer Requested Date Mo-Day-Year	Placement 06F004CC
Transfer-Unit Number Requested	Placement 04V004CC
Transfer Grade Requested or Activity	Placement 06V004CC

FOR DEGREES ABOVE BACHELORS

University or College Name	Educ Qualf 20V010CB
School Attended-City Name	Educ Qualf 20V211PB
School Attended-State Name or Country	Educ Qualf 04V211PB
School Attended-City Code	Educ Qualf 04V211PB
School Attended-State or Country Code	Educ Qualf 03V211PB
-Type of School	Educ Qualf 01V110PB
-Major	Educ Qualf 06V110PB
-Degree	Educ Qualf 05V110PB
-Degree Year	Educ Qualf 02V110PB
Dates Attended Mo.-Yr. From-To	Educ Qualf 08V422PB
Experience-No. of Years	Educ Qualf 03V120PB
Experience-Location-Institution	Educ Qualf 15V120PD
Experience-City Name	Educ Qualf 15V120PD
Experience-State Name	Educ Qualf 05V120PD
Experience-City Code	Educ Qualf 04V120PD
Experience-State Code	Educ Qualf 02V120PD
All Other Exper.-Honors-Specialties	Describe 30V001PD

FOLLOWING DATA IS PER PAY PERIOD

Position No. Dates From-To A.M. & P.M.	Pay Hist 18V126CC
Unit No. & Type School Where Assigned	Pay Hist 06V126CC
Class of Service Reg-Temp-FTB-Sub-SAAB-etc.	Pay Hist 02V126CC
Activity and Certif. Code Performed	Pay Hist 07V126CC
Year-to-Date Gross Amount Pensionable	Pay Hist 07V126CC
Year-to-Date Gross Amount NOT Pensionable	Pay Hist 06V126CC
Year-to-Date Withholding Tax	07V126CC
Net Amount Paid	Pay Hist 06V126CC
Withholding Tax Deducted	Pay Hist 06V126CC
Pension Deducted	Pay Hist 05V126CC

Base Salary	Pay Hist 06V126CC
Increment Salary	Pay Hist 06V126CC
Adjustment in Salary	Pay Hist 06V126CC
Penalty in Salary Amount	Pay Hist 06V126CC
Overtime Salary	Pay Hist 06V126CC
Total of Voluntary Deductions Taken	Pay Hist 06V126CC
Sick Leave Amount Paid	Pay Hist 06V126CC
Vacation Leave Amount Paid	Pay Hist 06V126CC
Authorized Leave Amount Paid	Pay Hist 06V126CC
Total Days Paid	Pay Hist 03V126CC
Days/Hours Adjustment or Penalty	Pay Hist 03V126CC
Days/Hours Overtime	Pay Hist 03V126CC
Sick Days Paid	Pay Hist 03V126CC
Sick Days Unpaid	Pay Hist 03V126CC
Vacation Days Paid	Pay Hist 03V126CC
Vacation Days Unpaid	Pay Hist 03V126CC
Authorized Leave Days Paid	Pay Hist 03V126CC
Authorized Leave Days Unpaid	Pay Hist 03V126CC
Religious Holiday Days Paid	Pay Hist 04V126CC
Pay Period Number	Pay Hist 02V126CC
Pay Period Begin & End Mo-Day-Yr.	Pay Hist 12V126CC
Waiver of Assignment-Unit	Placement 04V005CC
Waiver - Activity	Placement 06V005CC
Waiver - Date-Mo., Day, Year	Placement 06V005CC
Waiver - Reason	Placement 01V005CC

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POSITION FILE

VOLUME OF RECORDS	NO. CHARACTERS
Position No.	Budget 05F101CA
Pool Position Code	Budget 01F101CA
Soc. Sec. No. Person. Filling	Budget 09F101CA
Soc. Sec. No. Person Assigned Currently	Budget 09F101CA
Soc. Sec. No. Person Held For Future	Budget 09F101CA
Held Until Future Date	Budget 06F101CC
Job Code and Title	Budget 08F101CA
Distribution-Type of School Unit Group	Budget 02F404CA
Distribution-Unit No.	Budget 04F404CA
Distribution-Unit Name Abbreviated	Placement 08F404CA
Distribution-Activity and Certificate	Budget 07F404CA
Distribution-Percent Activity	Budget 03F404CA
Fund	Budget 01F404CA
Object	Budget 03F404CA
Reimbursable	Budget 03F404CA
Distribution-Scheduled Time	Budget 03F404CA
Overtime Hours Authorized	Pay Comp 02F404CA
No. of Months Budgeted	Budget 03F101CA
Pay Basis Hourly Daily, etc.	Budget 02F101CA
Position Days Worked this Period	Budget 03F101CA
Position Days Worked Year-To-Date	Budget 04F101CC
Amount of Budget Appropriation	Budget 10F101CA
Amount Expended this Position Y-T-D	Budget 10F101CA
Amount Expended this Position Month-To-Date	Budget 10F101CA
Amount Transferred In	Budget 10F101CA
Amount Transferred Out	Budget 10F101CA
Date Opened or Closed	Budget 07F101CC
Date of Last Transaction	Budget 06F101CC

SUBSTITUTE INDEX BY SUB NO.

VOLUME OF RECORDS	
Substitute No.	Placement 04F101PA
Soc. Sec. No. for Employee File Ref.	Placement 09F101CA
Substitute Assign Restriction	Placement 04V010CC
Substitute Assign Preferences	Placement 04V010CC
Substitute District Requested	Placement 02V103CC
Substitute Days of Week Available	Placement 05F101CC
Substitute Transportation	Placement 01F101CC

TAPE RECORD OF TRANSACTION

Terminal No. & Operators Initials	Tran Audit 06F101CC
Processing Time of Entry	Tran Audit 04F101CC
Action Codes	Tran Audit 02F101CC
Board Report Number	Tran Audit 06F101CA
Bd. Rpt. Date-Mo., Day, Year	Tran Audit 06F101CC
Sub Time of Call	Tran Audit 04F101CC

1 of 2

FACILITIES INVENTORY FILE

School:

School Code:

Date Built:

Date of Major Additions:

Site	Sq. Ft.
Building Area	
Site/Free Area	
Site/Parking Area	
Site Total	
Variance	

Class Rooms	No.
Standard	
Std/ Other	
Std/Vacant	
Shops, etc.	
Kindergarten	
Pre-School	
Total	

Science Labs	No.
Biology	
Chemistry	
General Science	
Physics	
All-Purpose	
Total	

Home Economics	No.
Clothing	
Foods	
Living Arts-Apt	
Child Development	
Multi-Purpose	
Total	

Shops	No.
Arch. Drft. Mach. Des.	
Auto Body	
Auto Engine	
Baking	
Carpentry	
Ceramics	
Cosmetology	
Electricity/-onics	
Foundry	
Interior Dec. Pprhng	
Machine Shop	
Plumbing	
Power Sewing, etc.	
Printing Graphic Arts	
Refrig. Air-Cond.	
Restaurant-Food Merc.	
Sheet Metal	
Tailoring	
Technicians-Dent.-Med.	
Transportation	
Welding	
Woodwork Pattern Mkg	
Total	

Miscellaneous	Sq. Ft.
Library	
Instruction Mat.	
Faculty Lounge	
Faculty Wk. Org.	
Infirmary	
School Store	
Food Preparation	
Gym Regular	
Gym Remedial	
Field House	
Locker Room	
Swimming Pool	
Total	

FACILITIES INVENTORY FILE

Building Number:

Special Rooms	No.
Art	
Music-Instr.	
Music-Voice	
Rem. Red. Lab	
Language Lab	
Listen Rec. Lab	
Total	

Portables	No.
Class Rooms	
Kngin.Pre-School	
Other Purpose	
Total	

Multi-Purpose	Cap.
Cafe-Gym	
Audit-Cafe	
Audit/Gym	
Playroom	
Total	

Miscellaneous	Cap.
Auditorium	
Stadium	
Lunch Pupil	
Lunch Teacher	
Total	

Commerce	No.
Distributive Ed.	
Office Practice	
Retail Selling	
Typewriting	
Computer Data Proc.	
Total	

Small Rooms	No.
Adjst/Conference	
Dental Exam	
Medical Exam	
Music Practice	
Science Prep.	
Storage	
Planning	
Total	

Offices	No.
General	
Principal	

Offices (Cont'd)	No.
Vice-Principal	
Counselor	
Department Head	
Custodian	
School Activity	
District	
Total	

Name:	Facilities Data File
Type:	MRAF
Records:	650 Average 650 Maximum
Characters:	900 Average 900 Maximum

	N
Unit Number (Basic location)	4
Sub-Building Numbers	2
Map Number	3
School Organization (K3, K6, K8)	2
Site Size - Buildings	5
Site Size - Property	7
Parking Area (sq. ft.)	5
Play Area (sq. ft. total)	5
Landscaped Area (sq. ft.)	5
Walks and Driving Area (sq. ft.)	5
Undeveloped Area (sq. ft.)	5
Year Building Completion (main)	2
Additions to Buildings	2
School Membership - Previous Year	4
School Membership - Current Year	4
Rated Membership Capacity	4
Room or Area Number	3
Type of Construction	1
Accoustical Treatment	1
Electrical Lighting Type	1
Type Boilers	1
Room Classification - Usage	2
Play Area - Type Each Area	1
Play Area (sq. ft.)	4
Classroom Sanity Facilities	1
Room Classification	2
Number of Toilets in Room	2
Number Wash Bowls	2
Number Shower Heads	2
Number of Drinking Fountains	2
Area - Each Room (sq. ft.)	4
Running Feet Shelving - Each Room	4
Swimming Pool - Size	4
Multi-Purpose - Room Usage	2
Property Evaluation - Potential Life	2
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RECOMMENDATIONS AND SUGGESTED PROCEDURES

RECOMMENDATIONS

No computer information system, no matter how aptly suited to the situation for which it is designed, can be expected to perform satisfactorily in a different environment from that in which it was designed. Modifications will be necessitated by differences in management philosophy, organization structure, problem areas, geography, budgetary restrictions, caliber of personnel, and legal requirements. Yet, it would seem reasonable to state that the differences are in degree, not in kind. Such being the case, the basic elements of a generalized computer information application could, when modified by specific perimeters, be adopted to satisfy the requirements of any school district of not too dissimilar circumstances.

It is recommended that:

1. Each of the Great Cities designate its priority preferences from a list of potential applications drafted by the Research Council. It is our recommendation that the following four application areas be considered:

    a. Personnel data systems

    b. Pupil data systems

    c. Program budgeting with textbook control as a major sub-system

    d. Kindergarten to twelfth grade curriculum development for computer assisted learning

2. Four different cities be selected as pilot operations for the four most needed applications. Selection of a pilot city for a given application should be made from those who are actively interested in that application.

3. That one trained systems person be loaned on a full-time basis to each pilot city from three non-pilot cities. Analysts loaned to a city should come from school districts which have made the most progress in the application selected. The longer the analyst has been associated with the application the better, since it is more important to know why things were done than merely how. Analysts recommended to these positions would be approved by the

Research Council to insure a well-rounded group of personnel in each pilot city. If making these adjustments is administratively impossible, the analysts could be granted leaves of absence and be employed directly by the Research Council.

4. The Research Council appoint one additional person to each of the four pilot cities. This person would act as recording secretary to the systems group, documenting all decisions reached and all discussion that preceded them. It is important that the logical processes leading to systems design need not be repeated in other cities. It would also be the responsibility of this member of the group to indicate to the Research Council obstacles arising from within or without the group which are not being overcome. The Research Council would then be in a position to objectively examine the problem and recommend a solution to the school districts involved.

SUGGESTED PROCEDURES AND OTHER CONSIDERATIONS

One consideration would be to develop a mathematical model of the problem area in question to permit perimeters to be varied when related to other cities or future projections of the pilot city.

The Research Council would undertake to inform all other city districts of the propositions being made in each pilot city and solicit comments thereon. These communications should take place frequently and rapidly. The Research Council would have to review the correspondence to insure that the pilot system is designed in such a manner to be adaptable in other city districts with a reasonable modification effort. We suggest that a two-day seminar be held in each of the four pilot city districts each three months. We cannot emphasize too strongly that unless a strong central influence is exerted on the design effort the possibility exists of developing tailor-made systems that would have little value elsewhere.

Once all changes are incorporated and the objectives of a system have been determined, the systems group would proceed in developing the techniques and equipment necessary for achieving them. Once again, the techniques and equipment involved must be weighed centrally so that alternatives can be offered city districts to accommodate their individual requirements in matters of volume, speed, and cost.

The necessary files would be converted and the system implemented. Full documentation of the system would be made. Representative comments should be obtained from persons originating data, operating the system, or being furnished the results.

We suggest that the following annual budget be considered for the Research Council Electronic Data Processing Advisory Group:

FUNCTION	ESTIMATED ANNUAL COST
Project director	$20,000.00
Assistant director	18,000.00
Staff analysts (3)	45,000.00
Recording secretaries (4)	48,000.00
Clerk-typist	5,000.00
15% fringe benefits	20,400.00
K-12 mathematics curriculum development for computer assisted learning (personnel, technicians, research)	50,000.00
Travel - 48 trips @ $80.00	3,840.00
Subsistence - 144 days @ $25.00	3,600.00
Stationery and supplies	5,000.00
Overhead	31,160.00
Total estimated annual budget	$250,000.00

The project staff of the Research Council should consist of people with strong experience in education, educational data processing, and systems design.

Four separate and distinct administrative areas could be analyzed simultaneously from the viewpoint of electronic data processing. Every school district would supply one key person for the duration of the systems conversion. The amount of time involved would vary with each application, but would approximate two years.

At the end of this time, there should be four systems in operation which reflect the combined talents of all the sixteen cities and the staff of the Research Council. It is anticipated that these systems would represent the ultimate in efficiency and utility. Each of the cities would then be in a position to implement any or all of the systems with a minimum of modification.

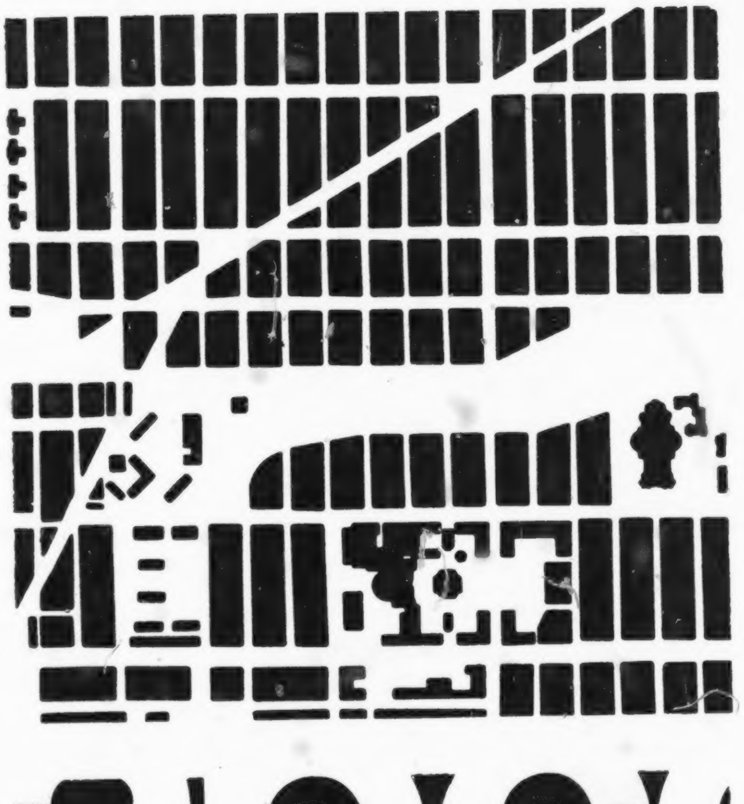
In some instances a school district might advance its conversion timetable by building and learning the disciplines needed to maintain a data bank. Input forms design and some of the more obvious computer programs could also be initialized.

The foregoing effectively results in the analysis, design, and debugging of a new system on the average of once every six months, a pace that would ordinarily be considered ambitious by even the most aggressive organization.

EXHIBIT C

creativity in urban education

a survey report of locally-developed materials, programs, and projects in sixteen cooperating great cities 1968



The Research Council
of the
Great Cities Program
for School Improvement

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Chicago, Illinois 60646

Bernard E. Donovan, President
Paul W. Briggs, Vice President
Alva R. Dittrick, Executive Vice President

The Research Council of the Great Cities Program for School Improvement is an organization of the large cities of the United States whose primary purpose is to conduct studies of unique problems faced by the Great Cities in their efforts to meet the comprehensive public school needs of their citizens. This report is part of a study on the development and use of multi-media in the Great Cities.

member cities

Baltimore, Maryland
Boston, Massachusetts
Buffalo, New York
Chicago, Illinois
Cleveland, Ohio
Detroit, Michigan
Los Angeles, California
Memphis, Tennessee
Milwaukee, Wisconsin
New York, New York
Philadelphia, Pennsylvania
Pittsburgh, Pennsylvania
St. Louis, Missouri
San Diego, California
San Francisco, California
Washington, D.C.

December 1968 • Great Cities Research Council

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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creativity in urban education

a survey report of locally-developed materials, programs, and projects in sixteen cooperating great cities 1968

EM007234

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ACKNOWLEDGMENTS

A report on innovative and creative materials of instruction can at best be a sampling. Yet, this document does contain a substantial array of noteworthy materials and ideas which is being used in cities across the land. The total number of items contributed far exceeds initial estimates; as a result, the reader has ample evidence on which to base a personal assessment of directions in American education.

A statement of this type would have been impossible without the enthusiastic cooperation of many people. Members of the Instructional Materials Committee of the Research Council of the Great Cities Program for School Improvement endorsed, supported, and guided the entire undertaking. They smoothed the way, provided the resources, and resolved the inevitable problems.

People in each of the sixteen Great Cities had the task of filling out "another" questionnaire for this project; in addition, they had to collect materials and send them along to the Project Office. Moreover, time was allocated in each city for a session with the Project Director. All these activities took time and interest on the part of representatives in each city. There would have been no project without their help.

In a personal vein, I wish to thank all those who put up with my haranguing and questioning. Working together we have constructed a significant report, a viable profile of implemented concepts and ideas in our classrooms. I am grateful to Dr. Norman Drachler, Superintendent of the Detroit Public Schools and Dr. Carl Byerly, Associate Superintendent, for releasing me to participate in this project.

December 1968

Bernard J. Weiss
Survey Director

Instructional Materials Committee of the Research Council of the Great Cities Program for School Improvement

Dr. Carl Byerly, Chairman, Associate Superintendent, Detroit Public Schools

Dr. Everett Chaffee, Retiring Chairman, Deputy Superintendent,
Los Angeles Public Schools

Mrs. Evelyn Carlson, Assistant Superintendent, Chicago Public Schools

Dr. Frank Dressler, Associate Superintendent, Buffalo Public Schools

Dr. William Stegeman, Assistant Superintendent, San Diego Public Schools

Dr. Dwight Teel, Deputy Superintendent, Milwaukee Public Schools

INTRODUCTION

Purposes/Implementation

Endorsing a long-felt need, the Instructional Materials Committee authorized the proposal to conduct a survey which would result in a report listing innovative materials of instruction.

Although the initial intent of the Committee was to have only materials surveyed, the deluge of program descriptions altered their posture on the matter. At a meeting in Boston in May, 1968, they directed that a separate section of the report be devoted to a listing of programs. They also reaffirmed the basic purposes of the undertaking which are listed below:

1. Determine what types of creative, innovative materials and ideas are being developed in each of the member cities. All levels in all subject-matter areas, K-Adult Education, were to be included.
2. Make an assessment of trends in materials of instruction and methodological designs.
3. Indicate where gaps or inadequacies exist in current materials and programs. Such information may stimulate school systems and publishers to concentrate on such areas.
4. Provide a document which can help accelerate the exchange of information among member school systems.
5. Make a viable contribution to American education.

Arrangements were made for Dr. Bernard Weiss, of the Detroit Schools, to function as Project Director for a period of twenty weeks. Funding was to provide for travel expenses to visit the sixteen cities, an office, a secretary, and a final report. The basic plan provided for data collection the first ten weeks and development of a report during the latter part of the project.

Methods of Data Collection

In the limited time available, there seemed to be only three practical ways of collecting data, i.e., by means of a questionnaire, an interview, and a data card. A preliminary letter was sent describing the goals of the project and requesting that the questionnaire be filled out. This questionnaire gave respondents an opportunity to list materials and programs by title and to indicate medium, audience, and other relevant data.

Data cards were also provided. Annotations were written on these cards for each of the projects listed in the questionnaire; other relevant information was also included. The entire inventory of guides and programs was ultimately listed on these cards to simplify sorting at the appropriate moment. In several instances, cities chose to have the annotations written locally; in the majority of cases, the material was written in the Project Office.

The interview, the last means of data collection, was scheduled after the preliminary correspondence, questionnaires, and data cards had been mailed. In each city, the interview took a slightly different form. In some situations, the local representative and the project director sorted through collections of materials; at other times, the focus of the interview was on defining the concept of innovation. Occasionally, the major attention during the interview was given to setting up model annotations. Although these sessions were brief —lasting from one to two hours—they were invaluable in resolving unique problems. They provided the local representative and the project director with a means of reviewing materials together.

Design of the Report

The design of this report can be ascertained from a glance at the Table of Contents. The front matter, including this Introduction, gives attention to the purposes and general implementation of the project. The annotations are, of course, the major part of the report; they are grouped according to generalized subject-matter areas. The groupings may deviate in some instances from what would hold true in certain localities, yet there should be no problem about using the report. Some may be troubled by such a combination as English, Language Arts, and Foreign Language. Since many materials reflect a combination of the Language Arts, it seemed wise to have this type of grouping. Foreign Language may be questioned as an inclusion, but there were so few entries in this area that it did not seem to merit a separate section. In addition, many school systems regard foreign language education as a dimension of *total* language education.

Other questions arose, too, as the report was gradually assembled. Where should material on the humanities be placed? What about sex education? Family life education? And then, many programs were described—programs which did not fit technically under the umbrella of "materials" of instruction. These programs were most certainly devoted to instruction, although in many cases they were actually in-service undertakings with teacher audiences or procedural arrangements involving youngsters. To solve this problem, a general area, a kind of catch all, was set up; it is entitled General Programs, Reports, In-Service, etc.

Once the various categories were defined, another step was apparent. Since it was unlikely that anyone would read the material like a novel, a brief analysis—suggesting trends—was developed to close each section. Such summaries are devoid of evaluative commentary, but are sufficiently informative to provide busy educators with an overview of a given category.

It should be emphasized that no evaluative statements are included anywhere in this document. The assignment was in a reporting and compiling context, and it has been pursued in this spirit. A final summary closes the report.

Back matter includes appendices with samples of instruments and statistics on entries.

Definition of Terms

Various critical terms related to this report are defined below. These definitions are provided essentially in the context of commentaries.

Innovation—Questions about innovation emerged from many sources. What is innovation? Is a program or an item of instructional material innovative if it has been around for many years? If similar material can be found elsewhere, do the terms "creative" or "innovative" apply?

Obviously, these questions are not easy to answer, but answers were developed—had to be developed —in order to implement the project. Guidelines actually were defined as a result of the interviews which were held in each city. Consensus was attained on the following points:

—The approach with respect to listing materials should be *inclusive* rather than exclusive.

—Date of publication or implementation has little relevance with respect to creativity and innovation. A given school system might have been conducting a program for many years; however, *other* systems, not knowing about the program, would consider it to be unique and innovative. Therefore, significant materials and programs were included even if they were no longer classified as innovative by the producing system.

—Sometimes, several school systems start certain innovative programs almost simultaneously. All such programs were listed, for the concurrent development of similar programs suggests trends.

Subject Matter

Some aspects of subject matter were discussed under the category entitled Design of Report. Subject-matter classifications relate, of course, to the organization of the material; obviously, every school system has its own array of nomenclature. In some instances, experimental programs combine disciplines. When there was no valid way of determining the orientation of a multidisciplinary program or item of instruction, e.g., combined English and mathematics, duplicate cards have been entered so that there is representation in each category.

And the sorting of the items may not reflect consensus, but some modifications had to be introduced for the sake of expediency. For example, art, music, and the humanities were placed in one category. This arrangement is not only defensible academically, but it also eliminates categories which are really too small to be identified separately in terms of contributions.

Generally speaking, various professional programs, i.e., those related to in-service work, training of paraprofessionals, etc., are included in the chapter entitled *General Programs, Reports, In-Service*. Special methodological emphases are also to be found in this section. Reports, pamphlets, and brochures dealing with instruction have been placed in this chapter. Such materials may be addressed to boards of education, the community, or specifically to parents.

A word is probably necessary about the Adult, Continuing, and Parent Education section. Items in this chapter differ from the material described above in terms of the nonprofessional frame of reference.

Special education is synonymous with exceptional education. Annotations will be found describing materials for speech therapy, emotionally disturbed children, mentally retarded children, etc.

Level—When information is available concerning grade level, it will be indicated in parentheses.

Audience—The audience is designated, for the most part, as teacher, administrator, student, community, and parent. The parent, of course, is part of the community, but the term *parent* is used in a specific sense in the report.

Medium—The medium simply tells how the message is carried. Is it a filmstrip? A sound film? A transparency? In some instances, multimedia collections have been assembled. Sometimes the medium is an arrangement, a procedure, or a program.

Description—An annotation has been provided to give an adequate idea about each instructional item. These descriptions have sometimes been supplied by participating cities; at other times, they have been written in the Project Office. In any event, serious efforts were made to represent all items adequately in the limited space available.

Development—This term refers to the city which developed the product. In a few instances, the development may be shared. When such information is available, it has been so indicated. Occasionally, the production of an item has been undertaken by a publisher.

I

ADULT, CONTINUING, PARENT EDUCATION (NONPROFESSIONAL)

SUBJECT MATTER: **PARENT & FAMILY LIFE EDUCATION A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **MANUAL**

TITLE: **ADULT CLASSES IN PARENT AND FAMILY LIFE EDUCATION**

DESCRIPTION: The purpose of this material is to suggest the organization and operation of a course dealing with parent and family life. The PTA and other community groups which sponsor family life education activities make use of this material.
The types of classes are described: discussion, lectures, and child observation. Full information about each type of program is provided. Ways of starting classes are suggested. Several appendices deal with outlines for courses in the elementary, secondary, and special class areas.

1967 **LOS ANGELES**

SUBJECT MATTER: **ALL AREAS (INSTRUCTIONAL MATERIAL LISTS) A/L TEACHER/ADMINISTRATOR** Medium: **BOOKLET (ADULT)**

TITLE: **APPROVED LIST OF INSTRUCTIONAL MATERIALS FOR ADULT BASIC EDUCATION—1967**
ADULT BASIC EDUCATION—1967-1970

DESCRIPTION: These booklets give comprehensive listings of textbooks, workbooks, auxiliary books for library use, filmstrips, transparencies, etc. The materials listed have wide possibilities with undereducated adults.
Available on a complimentary basis.

1967 **CHICAGO**

SUBJECT MATTER: **ADULT EDUCATION A/L PUPIL**

TITLE: **BASIC ADULT EDUCATION CLASSES**

DESCRIPTION: A program in basic adult education in Buffalo is aimed at the 70,000 adults reported in the 1960 census who have less than an 8th-grade education. Courses in reading, writing, arithmetic, and social studies are offered with between 75-100 receiving 8th-grade diplomas each year.

BUFFALO

SUBJECT MATTER: **ALL AREAS BASIC ADULT EDUCATION A/L TEACHER (ADULT)** Medium: **MANUAL** (2 vols.)

TITLE: **BASIC ADULT EDUCATION—MATHEMATICS AND SCIENCE***
BASIC ADULT EDUCATION—LANGUAGE ARTS AND SOCIAL STUDIES**

DESCRIPTION: THE CURRICULUM GUIDE FOR THE PROGRAM OF ADULT BASIC EDUCATION has been written for teachers who are engaged in preparing undereducated adults for responsible citizenship in a large, urban community. The subject areas covered in two volumes are language arts, social studies, mathematics, and science. Included in each unit are objectives, techniques of motivation for adults, and activities for adult students. Suggested instructional materials for adult basic education may be found in the APPROVED LIST OF INSTRUCTION MATERIALS FOR ADULT BASIC EDUCATION, 1966 AND 1967.

*1966 **1965 **CHICAGO**

SUBJECT MATTER: **ADULT EDUCATION A/L TEACHER/ADMINISTRATORS (ADULT EDUCATION)** Medium: **MANUAL**

TITLE: **BASIC EDUCATION FOR ADULTS, INTERMEDIATE LEVEL**

DESCRIPTION: To help administrators and instructors plan an effective program of basic education for adults, this comprehensive course of study has been prepared. The outline of content for basic education presented here is an experimental one.
The materials are organized so that the needs of adults at the intermediate level will be met; in addition, content is organized in a series of stages. Skills in the language

arts, mathematics, and social studies are presented. At the end of the outline of content for each level is a section of "Source Lists" for instructor reference and use.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **READING A/L ADULT** Medium: **WORKBOOK**

TITLE: **BASIC READING SKILLS—ADULT BASIC EDUCATION PROGRAM**

DESCRIPTION: This self-pacing booklet is designed to teach manuscript writing, 30 basic words, and simple sentence structure. Letters of the alphabet are taught along with the words. The booklet is used with unemployed adult non-readers who are being trained for new vocations at the Skills Training Center as part of the Manpower Development and Training Program. Many of the men and women in this program cannot write their own names.

1965 **DETROIT**—Publication 5-800
Available on complimentary basis.

SUBJECT MATTER: **PRE-KINDERGARTEN A/L PARENTS (PRESCHOOL)** Medium: **NEWSLETTER**

TITLE: **THE BRIDGE** (bi-monthly publication)

DESCRIPTION: "The Bridge" is a newsletter which goes to parents periodically telling about the many activities in the various centers; inexpensive recipes and household hints for parents, pictures taken of activities in the centers, and suggested places for families to go are listed.

1966 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (ADULT)** Medium: **NEWSPAPER**

TITLE: **CIVIC EDUCATION—AN ADULT BASIC EDUCATION NEWSPAPER AND DISCUSSION OF ADULT HONOR COUNCIL TOURS, AND CLASS ACTIVITIES ACROSS THE CITY**

DESCRIPTION: This paper is almost entirely student written. Content was shaped by a civic tour and luncheon in which the Student Honor Council, class representatives, and a number of their teachers took part. The reports were selected from many such written in classes both for native and foreign born. The newspapers were circulated to all classes, which had heard **oral** reports on the tour from their representatives; teachers had a chance to build reading lessons from fresh and timely material. The ones who wrote the articles had valuable experience in writing.

Civic awareness and cross-cultural sympathy was a product of the project which reached people who had seldom ventured beyond the narrow confines of a ghetto or ethnic neighborhood: One article by a former teacher from Bjelorussia referred to a moving talk by a Negro colleague at the tour luncheon. The paper served as an announcement sheet of city-wide Adult Basic Education activities and a tie with the Central office.

1966 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (ADULT)** Medium: **NEWSPAPER**

TITLE: **CIVIC EDUCATION: KNOW YOUR CITY—DISPLAY CHARTS OF PICTURES OF LOCAL INTEREST**

DESCRIPTION: This material consists chiefly of picture postcard scenes of key places in Greater Cleveland. **Initially,** the pictures were mounted on colored 8½" x 11" construction paper and used as a challenge in one classroom: The teacher visited drugstores and stationery shops in odd sections and built up a valuable collection. Later, the mounted pictures were displayed on a large bulletin board. Those chosen illustrated a Civic Tour taken by a large number of Adult Basic Education students. Students were able to browse before the tour, and to have a hint of what they would see. The display was a focal point as the students gathered. The picture approach served as a challenging, non-threatening way to prepare to see new places.

1967-68 **CLEVELAND**

SUBJECT MATTER: **ADULT EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE**

DESCRIPTION: This manual covers all salient aspects of adult education, including reading, language arts, mathematics, social studies, and science. Levels are defined and specific skills are indicated at each stage. A special feature is the inclusion of a test to be used in helping to assess the current levels of achievement and to suggest placement in the program.

MEMPHIS

SUBJECT MATTER: **ADULT EDUCATION A/L STUDENT** Medium:

TITLE: **EVENING HIGH SCHOOL PROGRAM**

DESCRIPTION: Those youths 16 through 20 years of age who find it necessary to leave high school before graduation can work toward a diploma in the evening high school courses offered by the Buffalo Public Schools. Secondary school subjects are scheduled during the evening hours five days a week. The program is publicized through news releases, bus posters, and letters to all high school dropouts of the past year. Guidance personnel are available to evaluate the pupils' previous educational experience and to assist them in planning a program leading to graduation.

BUFFALO

SUBJECT MATTER: **ALL AREAS (FILM CATALOG) A/L TEACHER/ADMINISTRATOR (ADULT)** Medium: **CATALOG**

TITLE: **FILM CATALOG FOR BASIC ADULT EDUCATION**

DESCRIPTION: This catalog contains an annotated listing of films deemed appropriate for adult students. Among the subject areas under which films are listed are language arts, mathematics, science, social studies, music, and art. Films for guidance and in-service education for teachers are also included.

1967 **CHICAGO**

SUBJECT MATTER: **GERONTOLOGY A/L ADULT/TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **GERONTOLOGY**

DESCRIPTION: This bulletin lists many subjects of interest to older people—covering mental, physical, and personal health problems.
The outlines contain topics dealing with political problems, marriage, etc. A comprehensive bibliography is categorized on a topical basis, i.e., aging, health, etc.

1967 **LOS ANGELES**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER (YOUTH)** Medium: **MANUAL**

TITLE: **LANGUAGE ARTS FOR THE URBAN YOUTH PROGRAM**

DESCRIPTION: This guide has been designed for school dropouts who read at approximately 6.0 level or higher. The practical application of English has been emphasized; the content of this guide is job-oriented. Many of the suggested activities are designed to introduce the student to worth-while leisure-time practices and to help him develop more positive attitudes toward additional education.

1964 **CHICAGO**
Available for sale—$2.00

SUBJECT MATTER: **ADULT EDUCATION A/L PUPIL**

TITLE: **NEIGHBORHOOD YOUTH CORPS WORK-TRAINING PROGRAM**

DESCRIPTION: Youth who are economically underprivileged, have poor attendance and low grades, lack motivation, and have few skills are being served in Buffalo through a work-training program established under the Economic Opportunity Act. The program is administered by the Neighborhood Youth Corps, established as a part of the U. S. Department of Labor Manpower Administration. The Neighborhood Youth Corps will make it possible for youths from 16 through 21 to stay in school or return to school, obtain work experience, and develop good work habits with counseling and supervision.

BUFFALO

SUBJECT MATTER: **CONTINUING EDUCATION (ADULT) A/L ADULT STUDENT/COMMUNITY** Medium: **NEWSPAPER**

TITLE: **THE PACEMAKER**

DESCRIPTION: THE PACEMAKER is a special newspaper dealing with topics of relevance to Detroit adult basic education readers; it makes use of large type face and a generally simple vocabulary.

Many subject matter areas receive attention in this paper. Health, taxes, and other matters of interest are discussed.

DETROIT
Available on complimentary basis.

SUBJECT MATTER: **CONTINUING EDUCATION (ADULT) A/L TEACHER** Medium: **MANUAL**

TITLE: **PACEMAKER—TEACHER'S SUPPLEMENT**

DESCRIPTION: These supplements, published to be used in conjunction with the Pacemaker, include some general background information for the teacher. For example, the topic for the month of March was "Income Taxes." The various types of income taxes are described. In addition, special resources are pinpointed so the teacher should have little trouble in obtaining them if she so desires. Special vocabulary items are also pointed out for special treatment.

DETROIT
Available on complimentary basis.

SUBJECT MATTER: **EARLY CHILDHOOD EDUCATION A/L TEACHER/ADULT** Medium: **PAMPHLET**

TITLE: **PARENT NEWS**

DESCRIPTION: Project Early Push, a Title I, ESEA, prekindergarten program sponsors **Parent News** a monthly publication that is four pages in length.

It serves as another channel of communication between the home and the school. All issues contain information, written by parents and the staff, to foster the growth and development of young children and to make known various aspects of the program. Two subjects have been used for the cover. One is a photograph of a child engaged in some instructional activity. The other subject is a drawing of supplies or equipment used in the program. An explanation, in a short article titled, "Our Cover," is given.

1967 **BUFFALO**
Not available for distribution.

SUBJECT MATTER: **ADULT EDUCATION (ENGLISH) A/L ADULT (IMMIGRANT)** Medium: **PAMPHLET**

TITLE: **PROCEDURES FOR TEACHING ENGLISH AS A SECOND LANGUAGE**

DESCRIPTION: This material is designed to emphasize the principles and techniques of an effective approach to teaching English as a second language. Its purpose is to guide both new and experienced teachers in planning instruction.

English As a Second Language is a series of instructions on several levels of instruction designed to enable students to learn English. It primarily involves the development of skills of hearing, speaking, reading and writing rather than the acquiring the knowledge about English.

Various teaching techniques are described including the use of the tape recorder and the pattern-practice drill. The relevance of meaning and controlled practice are discussed. A series of definitions and a bibliography are also included.

1964 **LOS ANGELES**

SUBJECT MATTER: **PARENT EDUCATION TV A/L PARENT/COMMUNITY (ELEMENTARY)** Medium: **PAMPHLET**

TITLE: **PROGRAM GUIDE (TO ACCOMPANY TV SERIES, THE YEARS BETWEEN 5 AND 12)**

DESCRIPTION: This pamphlet contains questions designed to elicit discussion and reaction among parents with respect to difficult problems related to raising youngsters. Each program is constructed around a specific theme, e.g., Your Child and Money, Your Child and Violence, Your Child and School, etc. Bibliographies are included. A special feature of the pamphlet is a tear-off slip which enables parents to indicate comments that may be fed back to the producers.

LOS ANGELES

SUBJECT MATTER: **CONTINUING EDUCATION (ADULT) A/L ADULT** Medium: **NEWSLETTER**

TITLE: **PROJECT R.E.A.D. (JANUARY) NEWSLETTER**

DESCRIPTION: This newsletter is published each month to complement the R.E.A.D. Program. Information of basic interest to adults is emphasized. For example, the January newsletter contains information about the automobile and the responsibilities of the driver. In addition, there is information about the financial responsibilities and the cost of running a car.

DETROIT
Available on complimentary basis.

SUBJECT MATTER: **R.E.A.D. (ADULT) A/L ADULT STUDENT** Medium: **TEXTBOOK**

TITLE: **R.E.A.D.—DETROIT CITY GOVERNMENT (AN EXPERIMENTAL UNIT IN DETROIT CITY GOVERNMENT WITH PROGRAMMED VOCABULARY)**

DESCRIPTION: This material has been prepared to give the adult student basic education information on the government of the City of Detroit. The writers recommend that the teacher use the material with adult students who can read the Reader's Digest Skill Builders at the third grade level. Words not included in the Dolch Basic Sight Vocabulary list are programmed for introduction, study, and review. At the end of each section there is a check to test the student's achievement before he proceeds to the next section.
The appendix contains a number of resource items including sound films, filmstrips, etc.

1967 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **CONTINUING EDUCATION (ADULT) A/L ADULT STUDENT** Medium: **TEXTBOOK**

TITLE: **R.E.A.D. UNIT II, EXPERIMENTAL EDITION**

DESCRIPTION: This experimental text contains a number of linguistically-based exercises to assist adult basic education students in learning the decoding process of reading. There is a systematic exposure to the pattern concept; awareness of symbol sound relationships is reinforced.

1966 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **R.E.A.D. (ADULT) A/L ADULT STUDENT** Medium: **TEXTBOOK**

TITLE: **READ UNIT #3, EXPERIMENTAL EDITION**

DESCRIPTION: This material has been written with a systematic approach to spelling patterns and sentence structures. The basic goal is to make the adult basic education students aware of the system in reading so that basic decoding can be enhanced.

The text includes specific directions to the teacher as well as information pertaining to "Pre and Post" inventory tests.

1966 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (ADULT)** Medium: **MANUAL**

TITLE: **SOCIAL STUDIES FOR THE URBAN YOUTH PROGRAM**

DESCRIPTION: This guide has been designed around the needs of 16- to 21-year-old youth who read at approximately 6.0 grade level or higher. It provides materials and experiences to develop the understandings, skills, values, and ideals which are necessary elements for enjoying an effective and productive life as a citizen in a democratic society.

Units are designed to reinforce understanding about all levels of government, economics of everyday living, citizenship, past events, present activities, and future plans for the city and state.

1967 **CHICAGO**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHERS (ADULT)** Medium: **MANUAL**

TITLE: **TEACHING ENGLISH AS A NEW LANGUAGE—ADULT BASIC EDUCATION**

DESCRIPTION: THE CURRICULUM GUIDE FOR TEACHING ENGLISH AS A NEW LANGUAGE has been prepared for teachers whose adult students wish to develop facility in speaking English and to acquire understanding of the values of the American culture. One major objective of the program is to prepare each student to meet his personal, social, and economic needs in a large metropolitan community. In order to achieve this objective, it is important that the students master both spoken and written English to the extent necessary to function as independent members of society.

The units in this curriculum guide have been developed to assist teachers in helping the new residents in their adjustment to living in Chicago.

1967 **CHICAGO**
Available for sale $2.00.

SUBJECT MATTER: **KINDERGARTEN A/L PARENTS** Medium: **PAMPHLET**

TITLE: **WELCOME TO KINDERGARTEN**

DESCRIPTION: Any parent reading this material will be provided with significant dimensions of the kindergarten program in St. Louis. The book tells about the things children will learn in kindergarten; it also suggests ways in which the parent may help his own child during this first year.

Specific concepts and activities are indicated for various subject-matter areas, and parents are given insights on assisting the child in each area. Health, safety, and other relevant items are also included.

ST. LOUIS
Available on complimentary basis.

SUBJECT MATTER: **ADULT EDUCATION A/L PUPIL** Medium: **PROGRAM**

TITLE: **YOUTH MANPOWER DEVELOPMENT AND TRAINING**

DESCRIPTION: Youths aged 16 through 21 who have been out of school for a minimum of one year are obtaining training through cooperative efforts of Buffalo Public Schools and the Manpower Development and Training Center. The occupational preparation center is planned to train out-of-school unemployed youth in one of twenty-nine different occupations with sufficient added basic and remedial education to enable them to obtain and hold a job.

BUFFALO

SUMMARY

The programs described in this section are in a nonprofessional context. Adult education is defined primarily in terms of programs to provide initial training or reinforcement in the basic skill areas of reading, writing, and computation; social studies is also a part of the curriculum in some areas.

Although some of the materials deal with evening high school programs, still others are concerned with the needs of youth who are economically underprivileged and who may have few saleable skills. Such undertakings as Neighborhood Youth Corps or Youth Manpower Development and Training programs make it possible for youths from 16-21 to stay in school, obtain work experience, etc. An important focus in some areas is the teaching of English as a second language. Adult education will often reach into the community on an informal basis by means of a newsletter; information may concern such practical topics as income taxes. There are courses offering insights into political problems, health, and aging. In this last category, there is apparently a fair amount of activity; subjects of concern to older people are covered in the areas of mental and physical health.

In some cases, adult programs are geared particularly to needs of parents and families. For example, there are provisions for giving parents insights about helping youngsters during the critical pre-kindergarten and kindergarten period. Then, there are courses in parent and family life education. Guidance is often an important element in these programs.

KEY IDEAS

- Basic skill areas
- Economically underprivileged
- Informal aspects/Newsletter
- Practical topics
- Work experience
- Gerontology
- Parents/Families
- Guidance
- Health
- Preschool/Kindergarten

II
ART, MUSIC, HUMANITIES

SUBJECT MATTER: **MUSIC A/L STUDENT (UPPER ELEMENTARY/JUNIOR HIGH)**
Medium: **SOUND FILM**
TITLE: **ACCENT ON MUSIC SERIES**
DESCRIPTION: **Presentations of music forms indigenous to particular areas of the world, performed by native artists in simulated local settings, stimulate interest in varied countries and peoples of the world. The first two films in this series are: Music of Hawaii, and Music of Tonga Raratonga. Running time 26 min/film.**
1968 **BALTIMORE**
Not available for distribution.

SUBJECT MATTER: **MUSIC A/L PUPIL (HIGH SCHOOL)**
TITLE: **AN ALL-HIGH SCHOOL SYMPHONIC BAND**
DESCRIPTION: **Buffalo Public Schools has instituted a program which provides an opportunity for selected high school instrumentalists to play band literature which might not be available in individual school situations. The all-high school symphonic band is composed of about ninety outstanding students, brought together without regard to social status, race, or academic standing. The challenge of excellence motivates exemplary performance and fulfills a cultural need among the musically-talented youngsters.**
BUFFALO

SUBJECT MATTER: **MUSIC A/L TEACHER/STUDENT (9-12)**
Medium: **SCORES FOR INSTRUMENTS**
TITLE: **ALMA MATERS OF SAN DIEGO CITY SENIOR HIGH SCHOOLS**
DESCRIPTION: **Every senior high school in the San Diego district has an original Alma Mater and upon investigation it was found that usually the only printed score available was a well-worn piano copy. The majority of times when the instrumental groups would attempt to play the alma maters, they were played by ear and usually the results were not too effective.**
The principals and music directors expressed a need to have a compilation of all alma maters placed in one folio and made available to all high school instrumental and vocal music groups within the district. The available scores were examined and several of the instrumental music instructors under the guidance of the music specialist made band and orchestra arrangements of all alma maters and compiled them into a folio suitable for the instrumentation of band and orchestra. With this compilation of material it is possible for any of our schools to honor football, basketball, track, and drama groups.
1967 **SAN DIEGO**

SUBJECT MATTER: **ART A/L TEACHERS (SECONDARY)** Medium: **GUIDE**
TITLE: **ART AND THE AMERICAN NEGRO**
DESCRIPTION: **This resource guide provides a brief overview of available information, bibliographical notes, and instructional materials that relate to the role of the American Negro and his African backgrounds in the visual and plastic arts. In an effort to enlarge understandings about the creative capabilities and realizations of this sector of America's visual arts heritage, this publication conveys the names of recognized American artists of Negro ancestry and lists books with significant readings about American Negro artists. A bibliography of books on African art emphasizes graphic portrayals of the visual and expressive qualities of this sector of art history. Relevant magazine articles with further source material in this area and complete listings of available slide sets are also included.**
1968 **MILWAUKEE**

SUBJECT MATTER: **ART A/L STUDENT (SECONDARY)** Medium: **DEMONSTRATION**
TITLE: **ART AND THE ARTIST**
DESCRIPTION: **This program makes use of professional artists of local and national reputation to**

do demonstration painting on the stage of junior and senior high auditoriums. The major purposes involve bringing young people in closer touch with artists, showing the evolution of a painting, learning the relationships of art to their own creative work, and ultimately enjoying art in their own city.

Each artist spends approximately three hours in his studio preparing for a program; he remains in school for the entire morning, visiting art classes after his on-stage performance.

1967 **PHILADELPHIA**

SUBJECT MATTER: **ART AND HUMANITIES A/L PUPIL STUDENT (12)**

TITLE: **ART AND HUMANITIES AS A NON-CREDIT COURSE**

DESCRIPTION: A series of presentations are designed to increase primarily the non-college bound twelfth graders' knowledge and appreciation of their cultural heritage. In addition to fifteen school staff members, six resource people, a dance group, a singing group and instrumentalists; community representatives such as city planner, architect and artist agreed to contribute their time and talents to the program.

BUFFALO

SUBJECT MATTER: **ART A/L TEACHER** Medium: **MANUAL**

TITLE: **ART EDUCATION A GUIDE FOR THE CLASSROOM TEACHER (EARLY ELEMENTARY, 1-3)**

DESCRIPTION: The material in this guide is organized into individual pamphlets that have suggestions and plans for a variety of art experiences using the art materials available for the elementary level. These pamphlets are collected in a folder and made available in this form to the teacher. The art experiences are centered around four areas of interest: picture-making, modeling and construction, festivals and holidays, in correlation with curriculum subjects.

The plans are flexible in form and may be modified to fit the abilities and interests of the various age groups; they provide for overlapping experiences for six, seven, and eight year old children. Leaflet form is used to allow for additions, modifications, etc.

1962 **DETROIT**

SUBJECT MATTER: **ART (COMPENSATORY) A/L TEACHER (1-5)** Medium: **MANUAL**

TITLE: **ART FOR DISADVANTAGED YOUTH**

DESCRIPTION: This publication was written for the purpose of presenting to the teacher—either art specialist or regular classroom teacher—a series of very simple projects which would appeal to pupils with a limited background in grades 1 through 5 in Primary Target inner-city schools. The scope of work covered is Decorative Line Drawing, Water Color Blot Pictures—stimulus for imaginative thinking—Cut Paper Faces or Animals, Memory Drawing, Experimental Weaving, and Drawing Portraits.

All projects presented involve easy-to-obtain materials and are suitable for presentation to large classes. These projects all have a potential for variation, which enables the teacher to innovate and use them as a catalyst for other units. Because of the variety of projects, and the easy-to-obtain success factor potential, the limited background child is encouraged to proceed to more complex and involved projects.

1965 **CLEVELAND**

SUBJECT MATTER: **ART A/L 1-6 STUDENT (ELEMENTARY)** Medium: **TELEVISION/MANUAL**

TITLE: **ART FOR YOU**

DESCRIPTION: Eight lessons are broadcast to each of the grade levels. The time spent viewing the telecast is considered part of the allotted time for art instruction.

The structure includes exploration of and expression in such basic areas as drawing, picture-making designs, and three-dimensional drawings. The main objective is to motivate pupils so that they will express their ideas through the creation of individual and successful works.

Guides are provided for the teachers to use in conjunction with the programs.

1958 **MILWAUKEE**

Not available for distribution.

SUBJECT MATTER: **ART (TV) A/L TEACHER** Medium: **MANUAL**

TITLE: **ART LESSONS GUIDE FOR PRIMARY UNIT**

DESCRIPTION: This manual contains thirty-six art lessons developed for classroom teachers to use in the primary unit. In conjunction with this material, a lesson is presented on the local educational channel to demonstrate the art teaching material and processes. Another dimension of the television is to motivate and instruct young children. The lessons cover a comprehensive art program including two and three dimensional activities in art appreciation.

The lessons include such categories as **my house, masks, toy making,** and **vegetable printing.** In addition, there is a bibliography included.

1966 **DETROIT**

SUBJECT MATTER: **ART A/L GRADES 5-12** Medium: **DESCRIPTION OF ACTIVITIES**

TITLE: **THE ART TALENT PROGRAM**

DESCRIPTION: This report outlines the San Diego City Schools special instructional program for identifying and developing art abilities of talented students in the upper elementary (5-6) grades and secondary schools. The program consists of several parts: (1) Saturday art classes for selected students in grades 5 and 6. (2) Saturday art workshops for selected art students in grades 9-12, (3) afternoon and evening lecture and "meet the artist" programs for invited junior and senior high school students, and (4) district art exhibition or other project to give recognition to student art of merit from grades K-12 (during the 1967-68 year a series of 11 filmstrips and three portfolios of student art were developed in lieu of an exhibition).

1961 **SAN DIEGO**

SUBJECT MATTER: **ART A/L TEACHER (1-9)** Medium: **MANUAL**

TITLE: **ART RESOURCE GUIDE: GRADES 1 THROUGH 9**

DESCRIPTION: This manual contains information in the areas of metal enameling, mural making, silk-screen color printing, batik, and fabric design, creative stitchery, mosaics, and stagecraft. The learning sequence in skills and appreciation is given attention; information relating to the use of appropriate materials and tools is also considered. Moreover, the teachers are provided with guidelines for motivation and evaluation. Activities are suggested for specific grade levels.

1966 **DETROIT**

SUBJECT MATTER: **ART A/L STUDENT (SECONDARY)** Medium: **PACKET**

TITLE: **ARTMOBILE**

DESCRIPTION: The ARTMOBILE is literally an art exhibit on wheels. Artists and owners of art are available to help students discuss the items on display. The two 27′ trailers contain works by artists who have experienced many of the same problems that pupils do today. An outdoor show contains works by young artists who are still enrolled in Los Angeles schools and colleges. Among the several goals, these salient ones emerge: (1) to provide opportunity for pupils to experience examples of art, (2) to provide pupils with better educational materials to be used in their art classes, etc.

The packet contains a separate sheet for each exhibit. Each of 33 living local artists is represented. A brief biography is followed by a statement made by the artist. Moreover, a listing of art work is included.

LOS ANGELES

SUBJECT MATTER: **MUSIC A/L TEACHER** Medium: **MANUAL**

TITLE: **BIBLIOGRAPHY AND INDEX OF NEGRO MUSIC**

DESCRIPTION: This bibliography was gathered by Marguerite Martha Lawrenz in partial fulfillment for the Master of Science Degree in Library Science at Wayne State University. At the time the material was written, there was no evidence of a similar bibliography being available. Chapters dealing with general Negro music (books) jazz, articles, and biographical accounts of Negro musicians are included.

1968 **DETROIT**

SUBJECT MATTER: **ART A/L PUPIL** Medium: **REPRODUCTION**

TITLE: **CHAMBON SUR LAC BY MARC CHAGALL—MODERN RUSSIAN FRENCH PAINTER**

DESCRIPTION: A full color reproduction is pasted on heavy mounting board. On the reverse side is a commentary giving biographical information about Marc Chagall. The guide material also describes briefly Chagall's style and the relationship between the style and his background.

Several discussion questions are included. This is part of Pak-a-Pie Project which permits elementary pupils to borrow these reproductions by famous artists.

ST. LOUIS

Not available for distribution.

SUBJECT MATTER: **MUSIC A/L STUDENT (K-9)**

Medium: **CONCERTS FOR CHILDREN—PROGRAM NOTES**

TITLE: **CHILDREN'S CONCERT SERIES**

DESCRIPTION: For the past 20 years children's concerts have been made available by the San Diego Symphony Association for grades 4 through 6. In order to make these concerts more meaningful to the students attending and as an aid to introducing symphonic music to students in the classroom, it was found that teaching materials were needed. Since no material for this age level was available commercially, the Curriculum Services Division, under the direction of the Music Specialist, developed a booklet which contained thematic material for all of the concerts being performed during the school year. These booklets have been developed on a yearly basis for the past 15 years.

1964 **SAN DIEGO**

SUBJECT MATTER: **MUSIC A/L PUPIL**

TITLE: **CITY-WIDE BUFFALO PHILHARMONIC ORCHESTRA**

DESCRIPTION: Eight Philharmonic Orchestra concerts are presented in Kleinhans Music Hall throughout the year, with 3000 children of all cultural backgrounds attending each concert. Symphonic and classical music are presented as a listening experience to the children, with the hope that this will aid in building a potential audience of adults as well as contributing to the cultural advancement of the community.

BUFFALO

SUBJECT MATTER: **ART A/L TEACHER** Medium: **MANUAL**

TITLE: **DEVELOPMENT OF TACTILE SENSE IN ELEMENTARY SCHOOL CHILDREN**

DESCRIPTION: This material is actually a report on a study which sought to determine how to help children develop sensitivity to the different qualities of surfaces and textures in nature and man-made objects. In addition, an attempt was made to determine how methods would vary according to different grade levels. Moreover, those conducting the study wished to determine how sensitivity to texture can be developed in depth in the areas of art expression.

Ideas relating to specific applications are categorized under: drawing, painting, paper, collage, printing, weaving, and stitchery.
A special section is devoted to a listing of art resources to help achieve the goals mentioned above. These resources include some films, reference books, etc.

DETROIT

SUBJECT MATTER: **MUSIC A/L PUPILS (4-6)** Medium: **BOOKLET AND TAPE RECORDING**

TITLE: **ELEMENTARY MUSIC ACHIEVEMENT TEST**

DESCRIPTION: This test was designed to measure the development of understandings and skills in music for pupils in grades 4 through 6. It was used in an E.S.E.A., Title I project which provided for music specialists to replace the classroom teacher in teaching music to pupils in grades 4, 5, and 6, in schools of the target area. The test measures experiences gained in listening, ear training, singing, and music fundamentals. It consists of a test booklet, and a tape upon which all of the questions are recorded.

1967 **MILWAUKEE**
Not available for distribution.

SUBJECT MATTER: **ART (TV) (TEACHER GUIDE FOR UPPER ELEMENTARY TELEVISED ART LESSONS) A/L TEACHERS (4-6)** Medium: **MANUAL**

TITLE: **EXPLORING THREE DIMENSIONAL ART**

DESCRIPTION: This material is a collection of brief guide sheets which are used to introduce the teacher to material covered in a series of televised art lessons for grades 4, 5, and 6. There are fourteen television art lessons previewed. Each guide sheet covers the following: Date and Time, Lesson Objective, Materials, Outline of Lesson, and Follow-up. These lessons aid the classroom teacher and art specialist teacher to prepare in advance for the televised art lessons by presenting in a brief fashion the preparatory and follow-up needs of the lesson.

1966 **CLEVELAND**

SUBJECT MATTER: **MUSIC A/L TEACHER (11-12)** Medium: **MANUAL**

TITLE: **FINE ARTS ADVENTURE: ART AND MUSIC FOR SENIOR HIGH SCHOOL**

DESCRIPTION: This manual describes an elective course planned and designed primarily for 11th- and 12th-grade academically-talented students. The one-semester course carries 2½ hours credit. It is devoted to aspects of life such as music, painting, sculpture, and architecture. The twenty-week course is divided into nine weeks for music, nine for art, and two for both music and art.

1963 **DETROIT**

SUBJECT MATTER: **ART A/L STUDENT (K-12)**

TITLE: **GALLERY DISPLAY OF PUBLIC SCHOOL ART**

DESCRIPTION: Pupils from every grade level in the Buffalo Public Schools submitted art work to a screening committee of teachers for display at the Albright-Knox Art Gallery. The two-day exhibit attracted nearly 6,000 visitors and included the works of over 500 students.

BUFFALO

SUBJECT MATTER: **MUSIC A/L (9)** Medium: **MANUAL**

TITLE: **GENERAL MUSIC III (EXPLORATORY)**

DESCRIPTION: This material was designed to provide a series of Units in Music for teaching the various aspects of music theory, history and appreciation. The Units covered are: Music Fundamentals; Sound; Form; Periods of Music; Our American Heritage; Music

From the Stage; and Opera. In addition the Manual includes a Glossary of Musical Terminology; Audio-Visual Materials; Reference Discography by Composers; Basic List of Records for General Music III, and a Bibliography.

1968 **BUFFALO**

SUBJECT MATTER: **EARLY CHILDHOOD EDUCATION A/L TEACHER/COMMUNITY ALL AGES** Medium: **ART EXHIBIT**

TITLE: **GROWTH THROUGH CREATIVE EXPRESSION**

DESCRIPTION: The Education Department of the Albright-Knox Art Gallery housed an exhibit of the art work of the children in Project Early Push, a Title I, E.S.E.A., prekindergarten program. To show progress and to allow comparison an example of the work of a child done early in the school year was displayed side by side with the work by the same child done several months later. In addition to two and three dimensional art endeavors, technicolor photographs of many of the children were shown.

1968 **BUFFALO**
Not available for distribution.

SUBJECT MATTER: **ART EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **A GUIDE FOR ART APPRECIATION FOR ELEMENTARY GRADES ONE THROUGH SIX**

DESCRIPTION: This guide suggests ways of teaching art appreciation through painting, architecture, sculpture, and crafts. Animals, portraits, the city, the sea, and still life are subsumed in the category of painting; Islamic and oriental art as well as Greek and Roman art are classified under architecture, sculpture and crafts. Line, position, texture, and materials are some of the salient elements explored in the guide.

1962 **DETROIT**

SUBJECT MATTER: **ART A/L TEACHER (9-12)** Medium: **SETS OF 2 x 2 SLIDES**

TITLE: **GUIDE TO ART HISTORY SLIDE SETS**

DESCRIPTION: This project involved the selection and organization of approximately 500 color transparencies into 21 instructional units (approximately 30-40 color slides per set) based on major historical periods and developments in art. The slide sets are provided in multiple copies, housed in the district's Instructional Aids Center. The guide for their use identifies the art work, the artist, dates, and background information for use by the teacher.

1965 **SAN DIEGO**

SUBJECT MATTER: **MUSIC A/L ADULT & TEACHER** Medium: **MANUAL**

TITLE: **A GUIDE FOR INSTRUMENTAL MUSIC—GRADES (4-5-6)**

DESCRIPTION: The guide sets forth some basic concepts in the field of instrumental music instruction in the elementary grades. One major aim of the guide is to set standards by semesters for achievements expected. These achievements are specified not only in terms of technical development, but also in behavior, respect for individuals and equipment, and appreciation of good music. The standards of achievement are basics, not maximums or minimums. However, teachers are encouraged to interpret the standards in terms of local school factors.

Special resources are listed at the end of the guide to assist the teacher in fulfilling the goals of the guide.

1967 **DETROIT**

SUBJECT MATTER: **ART A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **A GUIDE FOR THE TEACHING OF ART**

DESCRIPTION: Characteristics of children from twelve through eighteen years of age are indicated; relationships to art activities are suggested. Specific activities are listed by level. Design, free-hand drawing, crafts, commercial illustration, and other areas are explored. Objectives and concepts are listed. Media, reference items, and other resources are conveniently listed as marginalia.

1960 **SAN FRANCISCO**

SUBJECT MATTER: **ART A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **A GUIDE FOR THE TEACHING OF ART (K-6)**

DESCRIPTION: This guide is intended to help elementary classroom teachers whose responsibility for art education is just one part of a total school program. It was designed to aid without restricting and to encourage and suggest rather than to direct.

Basic elements of child growth and development are related to sequence in art expression. Picture making, poster making, figure drawing, lettering, and other specific areas are explored. Procedures are carefully outlined; materials and other resources are clearly indicated in the margins. Ample bibliographical references are included.

1953 **SAN FRANCISCO**

SUBJECT MATTER: **MUSIC A/L STUDENT (4-9)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **HOW THE SYMPHONY GREW**

DESCRIPTION: This set of posters illustrates the development of the symphony orchestra from Haydn to Shostakovich to show how the instrumentation has increased and diversified in relation to the composers' compositions. These pictures provide correlated visual material to add to the students' understanding of the symphony orchestra which many of them get to hear through attending the School Concert Series.

1968 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **MUSIC A/L TEACHER** Medium: **BULLETIN**

TITLE: **INTRODUCING THE MUSIC PROGRAM**

DESCRIPTION: Materials to assist in student preparation for various phases of the Title I Program (1967-68) are represented. Phases of the project include instrumental chamber music concerts, a program of songs, and opera in the schools. Artists are listed by name, and there is some indication of their backgrounds.

Specific titles are not listed for chamber music concerts, for the musicians keep their programs flexible. They adapt them to the needs and interests of each group of students. However, a list of composers from whom they choose their music is included.

1967-68 **LOS ANGELES**

SUBJECT MATTER: **HUMANITIES A/L PUPIL (HIGH SCHOOL)**

TITLE: **INTRODUCTION TO THE HUMANITIES—A SEMINAR FOR SENIORS**

DESCRIPTION: A humanities course for able senior students at Bennett High School, Buffalo, is based on reading and seminar discussion of great ideas of Western Man, illustrated wherever possible by art and music. An increasingly popular course to which serious students are attracted, the seminar encourages creative expression and encouragement of students in personal enrichment through art lectures, gallery trips, concerts, and reading of the classics, such as Dante's INFERNO, Plato's DIALOGUES, Greek tragedies, and THE BROTHERS KARAMAZOV.

BUFFALO

SUBJECT MATTER: **ART A/L STUDENT (ELEMENTARY/SECONDARY)** Medium: **PACKET**

TITLE: **JAPANESE FOLK ART KITS I-II**

DESCRIPTION: These kits contain approximately thirty items each; inclusions are representative of contemporary Japanese craftsmanship. Foam rubber packaging helps insure the safety of the items as they circulate among the schools.
Samples of porcelain, bamboo, fabric, lacquer, weaving, wood, etc., are included in the kits.

LOS ANGELES

SUBJECT MATTER: **ART (INNER CITY) A/L TEACHER (7-9)** Medium: **MANUAL**

TITLE: **JUNIOR HIGH ART TEACHERS GUIDE**

DESCRIPTION: Descriptions of four different approaches to teaching art comprise a large part of this innovative guide which is directed to all junior high school art teachers. One of the basic responsibilities of an art teacher is to fit the teaching method to the particular group of youngsters receiving the lesson. This guide should be especially helpful to art teachers in inner-city schools. In this guide emphasis is placed on the different types of personal involvement of the students and teachers resulting from different approaches to the teaching of art.

1963 **CLEVELAND**

SUBJECT MATTER: **ART (TV) A/L TEACHER (1-3)** Medium: **MANUAL**

TITLE: **LET'S TALK ABOUT ART**

DESCRIPTION: This publication is a guide which introduces to the teacher a series of sixteen televised art lessons which are presented over a period of one year to 1st, 2nd, and 3rd-grade children. Each lesson is presented with an introduction, vocabulary, follow-up, and a reference book list.
Televised lessons are entitled as follows: Tempera Paint; Birds, Fish and Flowers; Torn Paper; Simple Printing Processes; Mothers and Children; Fabulous Animals (Part I); Fabulous Animals (Part II); Printing Processes; Self-Portraits; Me-In-Action; Puppets; Clay; Simple Weaving; Animals; Neighborhood Scenes; Bridges of Cleveland.

1966 **CLEVELAND**

SUBJECT MATTER: **ART APPRECIATION (INNER CITY) A/L TEACHER (4-5-6)** Medium: **MANUAL**

TITLE: **LOOK AT PAINTINGS: ART APPRECIATION, GRADES 4, 5, 6**

DESCRIPTION: This Curricular Enrichment Project, organized under Title I of the Elementary and Secondary Education Act of 1965, is designed to serve the interests of educationally-disadvantaged boys and girls. This series of art appreciation lessons is based on a set of large reproductions of famous paintings available to the classroom teacher. They are intended, especially, for the inner-city child who is often denied the opportunity of seeing reproductions of fine paintings in his home environment.

1965 **CLEVELAND**

SUBJECT MATTER: **MUSIC (TV) A/L TEACHER** Medium: **MIMEOGRAPHED BULLETIN**

TITLE: **METROPOLITAN OPERA SEASON IN DETROIT (A MUSIC TEACHERS' GUIDE TO THE 1966 METROPOLITAN OPERA SEASON IN DETROIT)**

DESCRIPTION: This guide provides teachers with biographical data about the various conductors involved with the 1966 Metropolitan Opera Season in Detroit. In addition, there are biographical sketches of soloists in the various productions.

1966 **DETROIT**

SUBJECT MATTER: **MUSIC A/L STUDENT JUNIOR/SENIOR HIGH** Medium: **SOUND FILM**

TITLE: **MUSIC APPRECIATION SERIES**

DESCRIPTION: The color and excitement of famous artists and their works are presented in a series

of three films. The series includes: The Music of Virgil Thomson, The Music of Aaron Copland, and the Music of Peter Tchaikowsky. Running time 26 minutes.

1967 **BALTIMORE CITY**
Not available for distribution.

SUBJECT MATTER: **MUSIC A/L TEACHER (1-3)** Medium: **BULLETIN**

TITLE: **MUSIC BULLETIN FOR TEACHERS TEACHING MUSIC IN SELF-CONTAINED ROOMS—GRADES 1 to 3**

DESCRIPTION: **This bulletin is a concise statement indicating materials and methods which may be used by teachers in self-contained rooms (no music specialist available.) A suggested monthly outline of songs is presented.**

DETROIT

SUBJECT MATTER: **MUSIC A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **MUSIC EDUCATION GUIDE FOR SENIOR HIGH SCHOOLS**

DESCRIPTION: **This guide not only specifies responsibilities of personnel involved with music education, but also gives a detailed description of the total program and the underlying philosophy.**

Vocal and instrumental programs are fully described. There are special sections on winds and percussion as well as on string instruments. The theory of music, special projects, and music terminology are also detailed. The guide is concluded with an ample bibliography.

1964 **DETROIT**

SUBJECT MATTER: **MUSIC A/L STUDENT (K-6)** Medium: **RECORDING**

TITLE: **MUSIC FOR THE ELEMENTARY SCHOOL LISTENING PROGRAM**

DESCRIPTION: **Through the cooperative efforts of the San Diego Symphony Orchestra and several outstanding high school orchestras of the district, recordings of special selections were made.**

1966 **SAN DIEGO**

SUBJECT MATTER: **MUSIC A/L STUDENT (ELEMENTARY)** Medium: **TELEVISION/MANUAL**

TITLE: **MUSIC FOR YOU**

DESCRIPTION: **Eight lessons are broadcast to each of the grade levels. The time spent viewing the telecast is considered part of the allotted time for music instruction. The main purpose of this series is to promote music appreciation. Guides are provided for the teachers to use in conjunction with the program.**

1958 **MILWAUKEE**

SUBJECT MATTER: **MUSIC A/L TEACHER (K-6)** Medium: **MANUAL**

TITLE: **MUSIC GUIDE FOR DEVELOPING CULTURAL ENRICHMENT IN THE ELEMENTARY SCHOOL**

DESCRIPTION: **As a part of the ESEA program, considerable attention was focused on providing cultural enrichment programs for children in the economically-deprived areas of the city. It was noted that many of these children and their parents had never attended a formal symphonic concert or opera performance in the Civic Theatre. This guide gives a detailed explanation on use of busses, the location of all facilities within the theatre, precautions to avoid accidents, detailed description of the physical setup of the symphony orchestra, illustrations of the instruments, and names of artists being used on the program. It also describes in detail the meaning of opera and gives an interpretation of the opera being performed. The art centers of the city and all com-**

merical theaters where the children may have an opportunity to attend programs are also included.

SAN DIEGO

SUBJECT MATTER: **MUSIC A/L TEACHER** Medium: **MANUAL**

TITLE: **MUSIC GUIDE FOR TEACHERS IN THE PRIMARY UNITS (EXPERIMENTAL EDITION)**

DESCRIPTION: This experimental guide is designed to offer constructive suggestions for both experienced teachers and newcomers in primary unit music. The music specialist is not the target of this material. The material also is designed to give principals an overview of music activities within the primary unit.

Two factors underpin the development of this material: 1. The primary unit teacher has a better opportunity to know the children than the music specialist. 2. The primary unit teacher has an opportunity for correlating music with other subjects in the curriculum. There is a listing of resource materials.

1966 **DETROIT**

SUBJECT MATTER: **MUSIC A/L TEACHERS/PARENTS (3-4-5)** Medium: **RADIO/TAPE**

TITLE: **MUSIC IS. THE MAGIC KEY**

DESCRIPTION: This series provides "music for every need" through a weekly program of songs. Rhythm and melody—as well as form, mood, and tempo—are involved in a variety of musical experiences designed for Grades 3, 4 and 5. The programs are "theme-centered" and in many instances the theme is related to a season or a particular holiday.

1966 **NEW YORK CITY**

Available for sale—$5 per program for broadcast rights.

SUBJECT MATTER: **MUSIC A/L TEACHER/ADMINISTRATOR (ELEMENTARY)** Medium: **MANUAL**

TITLE: **A MUSIC RESOURCE BOOK FOR THE ELEMENTARY SCHOOL**

DESCRIPTION: This MUSIC RESOURCE BOOK FOR THE ELEMENTARY SCHOOL provides teachers with aids for teaching music. The purpose is to aid administrators and teachers in planning and carrying out a music program which emphasizes music as an aesthetic discipline. In this manner, children are given an appreciation and understanding of their cultural heritage.

Sections of the guide list and describe materials and also indicate methods of utilization. Information on securing materials and equipment is included. A catalog of materials gives titles of books, films, filmstrips, recordings, and study prints. A list of cultural performances in San Francisco and a glossary of musical terms are also presented.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **MUSIC THERAPY (RETARDED TRAINABLE) A/L TEACHER/STUDENT** Medium: **MUSIC**

TITLE: **MUSIC THERAPY SERVICES FOR RETARDED TRAINABLE CHILDREN**

DESCRIPTION: The program is conducted in six major centers throughout the city as well as in a number of individual classes.

Special music is composed with individually-selected instruments geared to a particular child's needs and talents. The program has provided trainable children with an emotional vehicle for self-expression. Children can not only be involved alone, but they can also have experience as team members in plays and pageants.

The program is designed to attract pupils and teachers from unusual distances.

1966 **PHILADELPHIA**

SUBJECT MATTER: **MUSIC A/L STUDENT (7-12)** Medium: **OPERA PERFORMANCES—PROGRAM NOTES**

TITLE: **OPERA FOR STUDENTS—PROGRAM NOTES**

DESCRIPTION: **The Music Specialist adapted the libretti and reworded the stories of the operas to make them suitable for classroom study. These program notes, including the thematic material, are made available to all elementary and secondary students of the district. Approximately 6,000 elementary and 6,000 secondary students attended complete performances of opera during the school year and the program notes were used in conjunction with the regular music program for all students enrolled in all music classes.**

1964 **SAN DIEGO**

SUBJECT MATTER: **MUSIC A/L TEACHER/STUDENT (K-12)** Medium: **RECORDING**

TITLE: **PATRIOTIC MUSIC OF OUR COUNTRY**

DESCRIPTION: **It was noted that many of the elementary students of the San Diego City Schools were not acquainted with the music and words of "STAR SPANGLED BANNER," "AMERICA," and "AMERICA THE BEAUTIFUL."**

Since one of the largest Marine Corps bases in the country is located in San Diego, it was possible for the school to tape the official band versions of the above three numbers. In addition to these selections, the band recorded familiar marches such as "STARS AND STRIPES FOREVER," and "SEMPER FIDELIS."

1966 **SAN DIEGO**

SUBJECT MATTER: **MUSIC A/L ADULT/TEACHER** Medium: **MANUAL**

TITLE: **SCHOOL CONCERT SERIES—PROGRAM NOTES—SEASON 1966-67—DETROIT SYMPHONY ORCHESTRA**

DESCRIPTION: **This manual is a complete concert schedule for 1966-1967 which is devoted to the theme of The Music of Nations and People. The concert series included music from Britain, France, United States, and Latin America. A special Christmas Concert was also described. The guide contains special resource information, e.g., biographical, audio-visual, etc.**

1966 **DETROIT PUBLIC**

SUBJECT MATTER: **SCULPTURE A/L STUDENT (10)** Medium: **SCRAP WOOD**

TITLE: **SCULPTURE: ASSEMBLAGE—FOUND OBJECTS**

DESCRIPTION: **The project makes creative use of "found" objects which are assembled into sculptures. Specifically, scrap wood is used to develop manual dexterity and to exercise imagination.**

BOSTON

SUBJECT MATTER: **ART A/L STUDENT (ELEMENTARY)** Medium: **REPRODUCTION**

TITLE: **THE SHEEP by FRANZ MARC, GERMAN ARTIST**

DESCRIPTION: **A full color reproduction is pasted on heavy mounting board. On the reverse side is a commentary giving biographical information about Franz Marc. The guide material also describes briefly Marc's style and the relationship between the style and his philosophy. Several discussion questions are included. This is part of Pak-a-Pie Project which permits elementary pupils to borrow these reproductions by famous artists.**

ST. LOUIS

Not available for distribution.

SUBJECT MATTER: **MUSIC A/L STUDENT (4-6)**

TITLE: **SMALL ENSEMBLE CONCERTS THROUGH YOUNG AUDIENCES, INC.**

DESCRIPTION: Music appreciation is enhanced for Buffalo students in grades 4-6 through an informal atmosphere of small ensemble presentations. The Young Audiences musicians perform in the school and include demonstrations of the various instruments as an added learning experience for the children.

BUFFALO

SUBJECT MATTER: **MUSIC A/L STUDENT (ELEMENTARY/HIGH SCHOOL)** Medium: **FOSTER**

TITLE: **SORCERER'S APPRENTICE**

DESCRIPTION: This musical tale by Dukas is visualized in a series of colorful posters related to the important episodes suggested by the music. These items were developed in connection with the School Concert Series to provide teachers with a resource to stimulate children's interest in music to be played at the symphony concert and to use for discussion after hearing the concert.

1966 **DETROIT**

Not available for distribution.

SUBJECT MATTER: **ART (PROJECT ACTIVITIES) A/L TEACHER (1-3)** Medium: **MANUAL**

TITLE: **SUPPLEMENT TO PRIMARY ART GUIDE**

DESCRIPTION: This series of lesson plans is intended to reinforce and strengthen the regular Primary Art Guide. These lesson plans summarize those in the regular guide and give newer suggestions as to procedures and motivation. Lessons presented: Pictures with Tempera Paint, Working with Crayon, Pictures with Chalk, Painting with Transparent Water Colors, Working with Colored Paper, Drawing Figures, Producing Puppets from Paper Bags, Learning to Weave, Potato Prints, Paper Sculpture, and Holidays.

All lessons indicate the pages in the regular guide which have relevant information relating to the project under consideration.

1967 **CLEVELAND**

SUBJECT MATTER: **ART (PROJECT ACTIVITIES) A/L TEACHER (4-6)** Medium: **MANUAL**

TITLE: **SUPPLEMENT TO UPPER ELEMENTARY ART GUIDE**

DESCRIPTION: The purpose of this publication is to aid the special elementary art teacher and the regular classroom teacher to orientate themselves to nine basic areas in which students should have art activity each year. These project areas are each presented with three variable and flexible projects. The teacher can work out variations suitable to the classroom situation. Areas covered are: Paper Sculpture, Simple Printing, Figure Drawing, Figure Painting, Design and Decoration, Cartooning, Tempera Painting, and Cardboard Construction. All projects are oriented to 4th, 5th, and 6th grade pupils. The material is used with the present regular Upper Elementary Art Guide. It is supplemental to the Guide because it goes into greater depth in descriptive detail and approaches to specific art projects. Lessons refer to pages in the regular Guide to aid cross-reference study.

1967 **CLEVELAND**

SUBJECT MATTER: **MUSIC A/L STUDENT (4-6)** Medium: **PAMPHLET**

TITLE: **SUPPLEMENTARY CLASS LESSONS—ELEMENTARY INSTRUMENTAL MUSIC**

DESCRIPTION: These lessons were developed and put into small folio form for use by the beginning instrumental student in Grades 4, 5, and 6. Material from commercial sources was found to be much too difficult for the beginning student. The booklet also contains suggestions to the child's parents as to how they can be of assistance during the early stages of the beginning instrumental class. The lessons were designed in such a manner that they will fit into the case of the instrument. They were developed for orchestral instruments such as the violin, flute, oboe, clarinet, trumpet, trombone, and alto saxophone.

1965 **SAN DIEGO**

SUBJECT MATTER: **MUSIC A/L TEACHER (1-12)** Medium: **TEXT**

TITLE: **SUPPLEMENTARY EDUCATIONAL CENTER**

DESCRIPTION: This is a description of the operation as it is concerned with music. The Center provides free lessons, transportation, and music materials for pupils recommended by their school teachers. It also sends professional ensembles into the schools to play for and talk with pupils.

1966 **CLEVELAND**

SUBJECT MATTER: **MUSIC A/L TEACHER (4-8)** Medium: **MANUAL**

TITLE: **TEACHER MANUAL AS PREPARATION FOR YOUTH CONCERTS—GRADES 4-8**

DESCRIPTION: As a means of preparing pupils in grades 4-8 for intelligent listening at concerts presented for the Buffalo Schools, program notes are written and published in a book form and supplied to music teachers for advance study. These teachers with a specialized background present the material in regular music classes, enabling the students to have a sound educational experience and not merely entertainment through attendance at the concerts.

BUFFALO

SUBJECT MATTER: **THEATER A/L TEACHER/STUDENT (SECONDARY)**
Medium: **DRAMATIC PERFORMANCE**

TITLE: **TEACHER-STUDENT PROGRAM FOR CULTURAL ENRICHMENT**

DESCRIPTION: Under an agreement with the Philadelphia Drama Guild, the Philadelphia Schools arranged to have four different plays presented (an average of 14 performances per play) as part of a Teacher-Student Program for Cultural Enrichment.

The study of great dramatic literature was considered to be an important element in motivating youngsters in pockets-of-poverty schools. Specially-prepared materials made it possible to study plays in depth prior to attending performances. Informal discussions were arranged involving students, cast members, production personnel, etc. Followup critical evaluation of plays and performances took place in classrooms.

Encouragement of critical thinking, stimulation of interest in drama as a literary form, and enhancement of language skills were important goals of the project.

1967 **PHILADELPHIA**

SUBJECT MATTER: **MUSIC A/L TEACHERS/ADMINISTRATORS (3-4)**
Medium: **FILM, TAPE, MANUAL, RADIO, TV**

TITLE: **TIME NOW FOR MUSIC**

DESCRIPTION: This series, intended to supplement and enrich the classroom music program for 3rd and 4th grades, is designed to stimulate the child's musical growth and development through active participation in a variety of musical experiences. The programs provide opportunities for singing, playing instruments, creative rhythmic responses, and guided listening experiences.

WNYE-TV CHANNEL 25

NEW YORK CITY
Available for sale.

SUBJECT MATTER: **ART APPRECIATION (DISADVANTAGED) A/L TEACHERS (7-9)**

Medium: **MANUAL**

TITLE: **UNDERSTANDING ART**

DESCRIPTION: This Curriculum Enrichment Project, organized under Title I of the Elementary and Secondary Education Act of 1965, is designed to serve the interests of educationally-disadvantaged boys and girls residing in the school attendance districts identified as areas eligible for this assistance. These art appreciation lessons are based on two sets of issues of the magazine, ARTIST JR., supplied to each school. They are directed to the seventh and eighth grades. One of the aims of this project is to make available in school visual art material which is lacking in the home. This guide, with its accompanying visual material in each school, makes an effective contribution to the study of art appreciation.

1966 **CLEVELAND**

SUBJECT MATTER: **ART A/L TEACHER (1-12)**

Medium: **MANUAL**

TITLE: **THE USE OF CLAY POTTERY AND CERAMICS IN ART EDUCATION GRADES 1-12**

DESCRIPTION: This guide carries a comprehensive range of information and materials useful to art teachers in planning and carrying on sequential instruction in ceramics from early elementary through high school grades. There is information concerning the care of clay, methods of working with it, kinds of decoration, types and ways of glazing, and the proper stacking and firing of kilns.

1966 **DETROIT**

SUBJECT MATTER: **ART A/L TEACHER/STUDENT (7-12)**

Medium: **FILMSTRIPS/PORTFOLIOS/BOOKLETS**

TITLE: **YOUNG ART IN ACTION: PORTFOLIOS OF STUDENT ART**

DESCRIPTION: This is a set of three portfolios of photographs of selected art works by secondary students (grades 7-12) created during the 1966-67 school year. The series includes (1) Creative Expression of Junior High School Students, (2) Paintings, Drawings and Prints by Senior High School Students, and (3) Crafts and 3-D Design by Senior High School Students. In all about 200 examples are reproduced. The portfolios were distributed to every art teacher for classroom use. Each student whose work was selected also received a copy of the portfolio in which his work appeared. This project is related to the Art Talent Program noted above.

1967 **SAN DIEGO**

SUMMARY

Art, music, and the humanities have been combined, for they are, in effect, conceptually related. On another level, they have been grouped for expediency in organizing this report. Art and music make up most of the entries. The limited entries for humanities are confined to the secondary level. Motivation, information, and appreciation are key goals in all areas.

Increasing attention is being given the American Negro and his African background in the visual and plastic arts. Art history is receiving greater emphasis, and extensive bibliographies are being made available. The aspect of art as the heritage of mankind is explored in many of the materials.

Motivation for art takes several forms. Television is often used for this purpose. At least one city has made use of an artmobile. The artmobile is a trailer, containing works by artists who have lived in the inner-city, which can be taken directly to the schools. Outdoor shows are also held in order to present works by young artists who are still enrolled in schools and colleges. Opportunities may also be provided for youngsters to meet artists. Sometimes reproductions are made available to schools so that students have an opportunity to see the creative work of masters. Some school systems set up displays of art created by children and then give all pupils a chance to visit the gallery. Collections, or kits, also are evident. For example, a Japanese folk art collection contains about thirty items with samples of porcelain, bamboo, fabric, weaving, and other objects.

Attention is given to the needs of the inner-city youngster. Projects include watercolor blot pictures, memory drawing, and experimental weaving.

Activities of every kind are described: metal enameling, mural making, fabric design, etc. Creative sculpture, too, are a focal point with scrap materials often being used for this purpose. Materials and tools are given much attention. Opportunities for involvement are sometimes possible on an after-school or Saturday basis.

Films, recordings, and concerts are all utilized to support music programs. Program notes are often supplied to extend the value of concerts, and bibliographies are supplied with attention to Negro music. Tape recordings are being used to measure the development of understandings and skills in music at the elementary level.

The unit approach (Sound, Form, History) seems to be a popular form organization. Cultural enrichment is frequently a specific goal of these programs. Many types of resources are suggested including filmstrips, study prints, and books. Information is provided with respect to vocal and instrumental music. Parent involvement is considered.

The information related to the humanities is extremely limited. A few documents indicate programs at the secondary level, but nothing contributed to the Project suggests such a trend at the elementary level. Music, art, and city planning are some of the dimensions of the secondary courses. Such humanities orientations are also called "Fine-Arts Adventure" programs.

KEY IDEAS

Afro-American aspects
Creativity/Extension
History (Art/Music)
Cultural heritage
Motivation
Display (Mobility)
Inner-City
Collections
Materials/Tools
Parent involvement
Organization of program

III

ENGLISH, LANGUAGE ARTS, FOREIGN LANGUAGE

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHERS (4-7)** Medium: **RADIO**

TITLE: **ADVENTURES IN POETRY**

DESCRIPTION: ADVENTURES IN POETRY is based on the belief that in poetry there is something for everyone. The programs are designed to give enjoyment and stimulate an interest in and appreciation of poetry. The poems presented are of various types and cover a wide range of themes. One program (The Witching Hour) won the WNYE Award for an exceptional presentation of poetry to intermediate school pupils.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHERS/PARENTS/ADMINISTRATORS (4-8)** Medium **TV**

TITLE: **AMERICAN FOLK TALES**

DESCRIPTION: AMERICAN FOLK TALES presents a series of dramatized tales gathered from the four corners of the land. These popular American stories will not only entertain listeners in grades 4 through 8, but will also give them a better understanding of their American Heritage. Students will enjoy singing some of the folk songs that are used as an integral part of many of the programs.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **LITERATURE A/L TEACHERS/ADMINISTRATORS (4-6)** Medium: **MANUAL**

TITLE: **AN INTRODUCTION TO LITERATURE**

DESCRIPTION: This material was designed to assist the middle-grade teacher in developing an awareness and appreciation of great literature at the elementary school level. Units include general information and teaching suggestions for Shakespeare, myths, legends, fables, and fairy tales.

A selected bibliography is included for each category. Although the guide was developed to·provide enriching activities for inner-city children, an appreciation of fine literature serves as a catalyst in broadening the cultural horizons of all pupils.

1966 **CLEVELAND**

SUBJECT MATTER: **LANGUAGE ARTS A/L STUDENT (ELEMENTARY)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **ANTONYMS: WORDS AND THEIR OPPOSITES**

DESCRIPTION: Words selected from the spelling lists that illustrate antonyms have been illustrated in eye-catching pictures. The words are lettered on separate cards, enabling the teacher to use this collection for motivation or as a game technique. Designed, particularly, to help children who need abstract ideas made concrete for understanding.

1964 **STAFF OF CHILDREN'S MUSEUM, DETROIT**
Not available for distribution.

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **THE ART OF QUESTIONING IN READING**

DESCRIPTION: Prepared to assist teachers in developing thought-provoking questions, this instructional bulletin is based upon CLASSROOM QUESTIONS—WHAT KIND?, which was derived from Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES.

Four sample lessons illustrate the possible use of a taxonomy of questions in the classroom. The lessons, each at a different grade level, provide examples of questions that may be used during the initial reading of material, the directed rereading, in follow-up, or practice. Guidelines for teachers are stated in parentheses. Suggestions help teachers conduct follow-up activities which specifically develop the skills of critical thinking. In addition, an excerpt from THE TEACHERS COLLEGE RECORD and a series of related questions have been provided.

Each lesson introduces questions in a sequential order of presumed difficulty. Anticipated pupil responses are given to teachers as to what kinds of answers might be expected. Although some pupils may be better prepared to think critically on the higher levels of the taxonomy, all pupils are exposed to all levels of questioning.

1966 **LOS ANGELES**

SUBJECT MATTER: **LANGUAGE ARTS—TV A/L STUDENT** Medium: **BOOKLET**

TITLE: **AUTHORS: USA**

DESCRIPTION: This material consists of an outline map of United States printed on one side of a sheet with places for information about book titles on the other. Children use these maps to locate stories that are presented on TV. Individual records are kept on the reverse side where there is space for the author's name, title of the book, area of the country, etc.

BALTIMORE

SUBJECT MATTER: **FOREIGN LANGUAGES A/L PUPIL (9-12)**

TITLE: **BASIC LEVEL FOREIGN LANGUAGE PROGRAMS**

DESCRIPTION: Experience and research have shown that nearly any pupil can learn a foreign language and profit from this culturally-enriching experience. A Buffalo Public Schools program, designed for below average or slow learners, is an attempt to give pupils who are normally denied access to a language program a pleasurable and profitable foreign language experience by adapting the course to the needs and abilities of these pupils. Students in grades 9-12, with the help of special text materials, records, tapes and exercise books, are offered a non-regents course in French, Latin, or Spanish.

BUFFALO

SUBJECT MATTER: **READING A/L ADULT** Medium: **WORKBOOK**

TITLE: **BASIC READING SKILLS—ADULT BASIC EDUCATION PROGRAM**

DESCRIPTION: This self-pacing booklet is designed to teach manuscript writing, thirty basic words, and simple sentence structure. Letters of the alphabet are taught along with the words. The booklet is used with unemployed adult non-readers who are being trained for new vocations at the Skills Training Center as part of the Manpower Development and Training Program. Many of the men and women in this program cannot write their own names.

1965 **DETROIT**

Available on complimentary basis.

SUBJECT MATTER: **BILINGUAL EDUCATION A/L TEACHER/ADMINISTRATOR/PARENT/COMMUNITY** Medium: **REPORT**

TITLE: **BILINGUAL EDUCATION IN THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

DESCRIPTION: This report emphasizes the significance of teaching of English as a second language. Native speakers of Chinese and Spanish, in particular, require this assistance in San Francisco. The report cites a modification in state law which makes it possible to teach subject matter in the language of the non-English speaking child while he receives systematic English instruction simultaneously. The intent of the law is to permit the non-English speaking child to progress in his studies in his native language while learning the English language. He continues the pattern until he reaches that stage of development where he can compete successfully with his peers in the dominant language. Also included in the report are proposals for action and a listing of school programs in bilingual education.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **READING A/L STUDENT (ELEMENTARY)** Medium: **FLASH CARDS**

TITLE: **CENTURY CARDS—(W L P BOARDMAN SCHOOL)**

DESCRIPTION: A set of flash cards has been developed consisting of 100 words that constitute nearly one half of all ordinary printed matter. These cards were printed by individual rubber stamps on 3″ x 5″ cards. One set was made available for each classroom.

This item is used for flash card drills or display for observational reinforcement. Children make their own sets of cards to be used for self-learning or to play word recognition games.

The intermediate classes use the cards best in a remedial sense. In the primary grades, mastery is sought.

BOSTON

SUBJECT MATTER: **ENGLISH—TEACHING UNITS FOR POTENTIAL DROP-OUTS A/L TEACHER (UNGRADED)** Medium: **COURSE OF STUDY**

TITLE: **CERTIFICATE OF ACCOMPLISHMENT ENGLISH, FIRST LEVEL**

DESCRIPTION: This curriculum bulletin outlines the first level of an ungraded sequence designed for students who will probably drop out of school unless they are given a curriculum which has meaning for them. The following units are outlined: Knowing Myself, Getting the Most out of School, Setting the Stage for Independent Study, Learning about Communication, Participating in Community Life, Developing New Concepts of Work, Learning How to Use Leisure Time, and Summing up. For each unit the guide lists reading and audio-visual materials, a suggested procedure, and a variety of activities. Special units include one on the pleasure of reading a whole book and one on spelling and vocabulary.

1967 **PITTSBURGH**
Available for sale ($2.00).

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHERS (3)** Medium: **MANUAL**

TITLE: **CHILDREN'S HOUR—SERIES 1—LANGUAGE ARTS FOR GRADE 3**

DESCRIPTION: THE CHILDREN'S HOUR series has been planned to help acquaint boys and girls at the 3rd grade level with worth-while poems appropriate to their age level. Many folk tales have been included in the hope that they will help promote knowledge and enjoyment of this important part of the literary heritage. Such stories as THE MASTER CAT, SNOW WHITE AND THE SEVEN DWARFS, and BOOTS AND HIS SEVEN BROTHERS are included.

ST. LOUIS
Available on complimentary basis

SUBJECT MATTER: **ENGLISH (STANDARD DIALECT) A/L TEACHER (7-12)** Medium: **GUIDE**

TITLE: **CLASS GUIDE FOR MODERN LANGUAGE LAB APPROACH TO THE TEACHING OF STANDARD ENGLISH**

DESCRIPTION: Developed to assist in teaching standard English to pupils whose dialect is non-standard, primarily urban Negro youth with southern rural backgrounds, this guide describes an approach that utilizes many second-language techniques. Though designed for use with electronic play-back and record equipment, lessons are adaptable to use without such equipment. Included in the guide are the philosophy; objectives; description of the areas of concentration; specific lessons; lists of materials, original and commercial (tapes, records, transparencies); and a bibliography of references for teachers.

1968 **BUFFALO**
Not available for distribution.

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHERS/PARENTS/ADMINISTRATORS (3-4)** Medium: **TV**

TITLE: **COME READ TO ME A POEM**

DESCRIPTION: COME READ TO ME A POEM makes children aware of poetry. The aim is to have children respond with enjoyment, delight, and deep feeling to the poems read on each program and to have the children understand the uniqueness of poetry. The series attempts to give a balance of old and new poems within each basic theme.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **READING COMPENSATORY EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **COMPENSATORY EDUCATION—LEVELS OF READING ABILITY TEACHER AID #D-1**

DESCRIPTION: This guide is structured on the premise of teacher judgment about student reading ability. Anecdotal information with respect to techniques, apprehensions, capacity, and other salient elements are to be recorded by the teacher in order to improve the assessment of reading ability. This approach is receiving attention because conventional test scores often lead teachers to overestimate the levels at which reading instruction should begin. As a result, instruction materials often are too difficult for students.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **SPANISH A/L TEACHER/ADMINISTRATOR/CLERICAL STAFF/STUDENTS/COMMUNITY** Medium: **SYLLABUS**

TITLE: **CONVERSATIONAL SPANISH FOR SCHOOL PERSONNEL: EXPERIMENTAL SYLLABUS**

DESCRIPTION: This material is designed specifically to alleviate communication problems involving Los Angeles educators, clerical staff, students, and community members. The entire approach has a human relations frame of reference.

Practice is provided in mastering a limited number of commonly used expressions; pronunciation is a concomitant goal. A major goal is to help staff become aware of problems faced by Spanish-speaking families in the large urban society.

Much of the material is developed as a side-by-side presentation of English and Spanish for purposes of comparison and contrast.

1967 **LOS ANGELES**

SUBJECT MATTER: **FOREIGN LANGUAGE A/L TEACHER/ADMINISTRATOR (6)** Medium: **MANUAL**

TITLE: **COOPERATIVE RESEARCH PROJECT: INFLUENCE OF READING ON ACHIEVEMENT IN SIXTH-GRADE SPANISH**

DESCRIPTION: This project is being conducted in seventy-two 6th-grade Spanish classes in the San Diego City Schools. Its purpose is to determine whether the inclusion of reading in the instructional program affects achievement in the skills of listening, speaking, and reading. The seventy-two classes are divided into three main groups, each of which participates in varying amounts of reading. Final results were published in September, 1968.

1967-68 **SAN DIEGO**

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (7-8)** Medium: **MANUAL**

TITLE: **CREATIVE WRITING—SERIES I—LANGUAGE ARTS FOR GRADES 7-8**

DESCRIPTION: CREATIVE WRITING has been written in response to requests by teachers for a program designed to help students write better. Since good writing develops through actual experience, suggestions to stimulate children's efforts are included in the radio broadcasts. It is urged, also, that certain conventions of writing be included in pre-broadcast activity—thereby removing barriers to creative writing that might inhibit children.

This series is intended to stimulate the imagination of children, to strengthen their powers of observation, and to help them explore and express their feelings. Essays, book reviews, reports, and poetry are among the literary dimensions which are explored.

1957 **ST. LOUIS**
Available on complimentary basis.

SUBJECT MATTER: **READABILITY A/L TEACHER/ADMINISTRATOR**
Medium: **COMPUTER PRINT-OUT**

TITLE: **DALE CHALL READABILITY FORMULA**

DESCRIPTION: The St. Louis Public Schools has programmed the DALE CHALL READABILITY FORMULA in order to obtain levels on books. An assessment is made on the basis of words and sentences, unfamiliar and familiar words, average sentence length, and other elements.

ST. LOUIS

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR** Medium: **DEMONSTRATION**

TITLE: **DEMONSTRATION SCHOOL IN A CULTURALLY-DEPRIVED AREA**

DESCRIPTION: Children in a neighborhood school located in a culturally-deprived area of Buffalo are benefiting from a program in which its facilities are utilized as a demonstration school. The primary purpose has been stated as the improvement of reading ability, accomplished through the use of varied techniques, as well as compensatory service in gym, art, music, remedial reading, remedial math, and speech. A secondary purpose of the program is to serve as a demonstration center for good teaching practices for newly-assigned elementary school teachers. The demonstration classes are presented by superior teachers and supervisors in a setting emphasizing variety in teaching techniques and audio-visual aids.

BUFFALO

SUBJECT MATTER: **COMPOSITION A/L TEACHER (7-8-9)** Medium: **MANUAL**

TITLE: **A DESCRIPTION OF TEACHING EXPOSITORY WRITING TO ACADEMICALLY TALENTED AND GIFTED STUDENTS IN SAN FRANCISCO JUNIOR HIGH SCHOOLS**

DESCRIPTION: The purpose of the paper is to explain some of the techniques used by teachers in various junior high schools to teach expository writing to gifted students. In addition to a specification of general goals, there are suggestions by grade level for grammar, usage, and composition (both written and oral).
Periodicals and textbooks are listed.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **DICTIONARY A/L STUDENT/ELEMENTARY** Medium: **BULLETIN**

TITLE: **DEVELOPMENT OF CROSSWORD PUZZLES—W L P BOARDMAN SCHOOL**

DESCRIPTION: Children construct simple puzzles and make use of state and place names. More complex puzzles are attempted as the children grow more skilled.
The daily newspaper is also used in conjunction with this activity.

BOSTON

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR/SUPERVISOR (3-6)**
Medium: **MANUAL**

TITLE: **DIAGNOSTIC-REMEDIAL READING GUIDE FOR GRADES III-VI**

DESCRIPTION: This guide was designed to describe the clinical reading program with an emphasis on (1) identification of causal factors that influence reading retardation, (2) a variety of basically sound practices for use in remedial teaching, and (3) lists of teaching materials and instruments. The contents provide a thorough treatment of a much-overlooked aspect of reading—the professional team approach—which focuses on the valuable services represented by specialists other than the reading clinician. In addition to a panorama of a clinical reading program, the Guide includes sections on reading terminology, reporting forms, reference materials, and classroom teaching suggestions.

1967 **CLEVELAND**

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR/SUPERVISOR (7)** Medium: **MANUAL**

TITLE: **DOUBLE-PERIOD ENGLISH—READING INSTRUCTION**

DESCRIPTION: This course of study contains suggestions for teaching reading to 7th grade students who are reading two or more years below grade level. Emphasis is placed upon changing attitudes first and then upon correcting reading deficiencies.

1967 **CLEVELAND**

SUBJECT MATTER: **DRAMA-DISADVANTAGED A/L STUDENTS** Medium: **REPORT**

TITLE: **DRAMA DEMONSTRATION PROJECT, JUNE 1965**

DESCRIPTION: The chief purpose of the DRAMA DEMONSTRATION PROJECT was to find ways of improving the educational and cultural conditions of disadvantaged children. Specifically, the project sought new ways to accomplish the following: (1) to provide new and more successful means of motivating disadvantaged children, and (2) to develop new coordinated teaching techniques and materials to engage students in more active participation in learning activities—primarily through the use of dramatic techniques.

Methods include utilization of after-school hours for the development of such interest and participation as well as the involvement of parents and the community. Various patterns of school, community, and agency activity were coordinated in this undertaking.

The report describes both in-school and out-of-school programs. Student and teacher selection, procedures, materials, and community variables are among the elements reviewed.

Stagecraft and photography, language arts, drama and dance, and creative arts were among the out-of-school programs implemented under the aegis of this project.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **ENGLISH A/L TEACHER (10-11)** Medium: **MANUAL**

TITLE: **ENGLISH-S (NOTES FOR TEACHERS) REVISED**

DESCRIPTION: English-S (Skills of Communication) is an attempt to challenge the potential drop-out by utilizing his immediate interests and his future hopes for the world of work. The approach is experimental. Beginning with the current interests of the low-ability pupil and proceeding through sequentially-developed units—many of which provide built-in success experiences—the course is planned in such a way that all the communication skills can be practiced during each class period. Materials on reading, writing, listening, and speaking are based upon the interests and the psychological needs of the low achiever.

The material is set up as a teacher's guide with detailed information for semester plans. Much emphasis is given to approaches in improving reading skills; listening and speaking are also given special emphasis.

1964 **DETROIT**

SUBJECT MATTER: **READING A/L STUDENT** Medium: **WORKBOOK**

TITLE: **ENGLISH S—10: COMMUNICATION SKILLS**

DESCRIPTION: This material is designed to appeal specifically to youngsters who may have exhibited some reluctance with respect to more traditional English courses. Practical applications of the language arts are underscored. Special attention is given to keeping a diary or journal—largely for psychological purposes. Moreover, reading, writing, and the importance of language in getting a job are emphasized.

1964 **DETROIT**

SUBJECT MATTER: **ENGLISH AS A SECOND LANGUAGE A/L TEACHER (K-6)** Medium: **MANUAL**

TITLE: **ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE**

DESCRIPTION: This guide was developed in order to help alleviate the language and cultural barriers found among certain groups of Spanish-speaking children on the Near West Side of Cleveland. The curriculum content includes the vocabulary and language structures used in the daily experiences of the child, thus eliciting a need for speaking English. It also incorporates a specialized vocabulary to facilitate progress in school subjects. Other divisions of the guide deal with enrichment activities, resource materials, and suggestions for lesson planning.

1967 **CLEVELAND**

SUBJECT MATTER: **ENGLISH A/L TEACHER/ADMINISTRATOR/SUPERVISOR (7-9)**
Medium: **MANUAL**

TITLE: **ENGLISH, OPENING UNITS, JUNIOR HIGH SCHOOL**

DESCRIPTION: These opening units are designed to help teachers through the first difficult days of the semester when textbooks have not been issued and clerical work is particularly heavy. Any experienced teacher realizes that the relationship which the teacher establishes with his pupils during the first few days of the semester will set the tone and pace for the entire semester.

1965 **CLEVELAND**

SUBJECT MATTER: **LANGUAGE-CREATIVITY (COMPENSATORY) RADIO A/L TEACHER/ADMINISTRATOR (PRE-K-12)**
Medium: **PROJECT**

TITLE: **ENRICHMENT THROUGH RADIO: A PROPOSAL TO USE RADIO AS A TOOL OF INSTRUCTION FROM PRE-KINDERGARTEN THROUGH GRADE 12**

DESCRIPTION: This document defines the classroom problems in urban areas that necessitated the development of the project. The advantages of using radio are fully explained; these advantages include economy, availability, etc.

This program concentrates on the language difficulties of children who enter the public classroom from ghetto areas. The project was conceived as compensatory education for children not performing up to the level of their abilities as a result of language deficiencies. Programs developed in the pilot stage were designed to motivate children to participate in the classroom rather than withdraw.

Various types of programs are provided. Information programs take the child beyond his environment and introduce him to new experiences. Other programs deal with discussion of significant issues. In addition, there are programs which help to develop imagination—with creativity as the goal.

Goals for all grade levels are suggested.

1968 **WASHINGTON, D.C.**

SUBJECT MATTER: **LANGUAGE ARTS (RADIO) A/L STUDENT (ELEMENTARY, SECONDARY)**
Medium: **RADIO**

TITLE: **ENRICHMENT THROUGH RADIO: AN EXPERIMENTAL PROJECT TO ALLEVIATE A LANGUAGE BARRIER (TITLE III)**

DESCRIPTION: Fourteen pilot tapes have been developed for use by classroom teachers at the elementary and secondary levels. The programs are designed to build listening skills, encourage critical thinking, stimulate oral communication, and improve pupil interaction. In addition, the programs make an attempt to breakdown the right-wrong syndrome.

Some programs present real-life situations and pose "What would you do?" types of questions; other programs are structured to acquaint students with good literature through dramatic readings.

A teacher guide is available which suggests practical means of extending the impact of the programs.

WASHINGTON, D.C.

SUBJECT MATTER: **ENGLISH A/L TEACHER (K-12)** Medium: **DEMONSTRATION CENTER**

TITLE: **ESEA, TITLE III: EXEMPLARY PROGRAMS IN TEACHING ENGLISH AS A SECOND LANGUAGE**

DESCRIPTION: This project serves the County of San Diego. Its purpose is to demonstrate exemplary programs in ESL and to provide in-service education for ESL teachers. Four school districts, each with a different kind of program, are designated as demonstration centers. Teachers in these districts are provided special in-service education workshops, and the districts receive funds for purchasing materials and hiring community aides. Emphasis of the project is to encourage districts to initiate ESL programs and to involve the community in the activities of the schools. A new phase of the project will include a three-year longitudinal study to determine the effect of ESL instruction on pre-school children.

1966 **SAN DIEGO**

SUBJECT MATTER: **WRITTEN COMPOSITION A/L: TEACHER/STUDENT (5)** Medium: **WORKSHOP RESOURCE PERSON**

TITLE: **ESTABLISHMENT OF AN IMAGINATIVE EXPRESSION PROGRAM (WRITTEN COMMUNICATION SKILLS) FOR THE IMPROVEMENT OF INSTRUCTION IN COMMUNICATION SKILLS AND ENHANCEMENT OF SELF-CONCEPT AS SOURCES OF CREATIVITY OF CHILDREN (GRADE 5) IN A CLUSTER OF SCHOOLS IN POCKETS-OF-POVERTY AREAS.**

DESCRIPTION: The major objectives of this program included the improvement of children's self-appreciation as a source of creativity, teacher attitudes, materials, and teaching methods. In addition, selections of imaginative literature were used to stimulate recognition, appreciation, and application of creativity in children.

A program coordinator was responsible for the selection of imaginative literature, the development of specialized teaching techniques, presentation of the program to participating teachers, visitation of classrooms, and scheduling of conferences with teachers.

1968 **PHILADELPHIA**

SUBJECT MATTER: **LANGUAGE ARTS A/L: TEACHER/STUDENT (7-12)** Medium: **WORKSHOP**

TITLE: **ESTABLISHMENT OF AN INTEGRATED LANGUAGE ARTS PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION IN COMMUNICATION SKILLS FOR CHILDREN (GRADES 7-12) IN A CLUSTER OF SCHOOLS IN POCKETS-OF-POVERTY AREAS.**

DESCRIPTION: Pupils were presented with a comprehensive language arts communication program in a supportive teaching environment. Enhancement of self-concept and increased facility for meaningful communication were important goals. The selection and development of relevant materials and programs were corollary emphases. The development of leadership for decentralized instructional programs was a related objective.

The major impact of the program was brought about by pupil use of a wide variety of new materials. When materials were not available, they were developed by the writer-team.

1968 **PHILADELPHIA**

SUBJECT MATTER: **LANGUAGE ARTS (COMMUNICATION MEDIA) A/L: TEACHER/STUDENT (7-12)** Medium: **WORKSHOP A-V EQUIPMENT**

TITLE: **ESTABLISHMENT OF A PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION IN BASIC LANGUAGE SKILLS THROUGH THE USE OF MOTION PICTURE AND STILL PHOTOGRAPHY, TAPE RECORDERS, AND OTHER COMMUNICATION MEDIA FOR PUPILS IN GRADES 7-12 IN A CLUSTER OF SCHOOLS IN POCKETS-OF-POVERTY AREAS**

DESCRIPTION: Students were provided with opportunities to employ such communication media as motion pictures, still photography, and tape recorders to extend their understanding and appreciation of literature and competence in spoken and written expression. Teachers were trained in techniques necessary to implement the program; appropriate teaching guides were developed.

Teachers and students worked with various types of equipment. Much individualized instruction was required.

1968 **PHILADELPHIA**

SUBJECT MATTER: **WRITTEN COMPOSITION A/L: TEACHER/STUDENT (6-12)**
Medium: **RESOURCE PERSON DEMONSTRATION**

TITLE: **ESTABLISHMENT OF A TEACHER-WRITER COLLABORATIVE PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION IN WRITTEN EXPRESSION SKILLS OF CHILDREN (Grades 6-12) IN A CLUSTER OF SCHOOLS IN POCKETS-OF-POVERTY AREAS**

DESCRIPTION: This program was designed to bring writers into classes to read selections of their own and others to pupils, elicit student responses to the reading, encourage pupils to write, initiate a joint writer-pupil criticism of the pupils' compositions, and develop leadership for decentralized instructional services programs.

The classes met once a week and were composed of both pupil and teacher participants. Journals of the activities were kept by the writers. An integral part of the program was the participation of classroom teachers who were given the opportunity to learn to select materials and techniques that could be shared with other classes and teachers.

1968 **PHILADELPHIA**

SUBJECT MATTER: **LANGUAGE ARTS—EVALUATION A/L TEACHER** Medium: **BULLETIN**

TITLE: **EVALUATING LANGUAGE ABILITY: A GUIDELINE FOR TEACHERS**

DESCRIPTION: This scale has been designed to test pupils on a one-to-one basis. It is based upon various gradations of ability which children demonstrate. Ultimately, however, it sets language goals toward which teachers are urged to move at all grade levels.

Ratings of children are made in the following areas: expressiveness, perception of meaning, ability to construct sentences, and ability to define words.

1966 **WASHINGTON, D.C.**

SUBJECT MATTER: **FOREIGN LANGUAGES A/L TEACHER (9-12)** Medium: **MANUAL**

TITLE: **EVERYDAY FRENCH, EVERYDAY SPANISH**

DESCRIPTION: These programs, designed for below average or slow learners, attempt to give pupils who are normally denied access to a language a pleasurable and profitable foreign language experience. Students in grades 9-12, with the help of special text materials, records, tapes, and exercise books, are offered courses in 1st year French and Spanish. The curriculum guides identify philosophy and aims and suggest methods for working with slow learners. Numerous suggestions are made for teaching conversation skills and culture. Model lesson plans, a topical vocabulary list, and a bibliography are included.

1968 **BUFFALO**

SUBJECT MATTER: **LANGUAGE ARTS A/L STUDENT**

TITLE: **EXPANDED LANGUAGE ARTS AND DIALECT PROJECT**

DESCRIPTION: An improved teacher-pupil ratio in language arts classes through the addition of teachers to each school faculty was an initial step in implementing a Buffalo Schools language arts project. Audio-visual aids and play-back equipment were utilized in converting each classroom into laboratories for the teaching of writing and improvement of oral language skills of educationally-deprived children. Special emphasis was placed on remediating the dialectical disadvantages suffered by the majority of these students.

BUFFALO

SUBJECT MATTER: **SPEECH A/L: TEACHER/STUDENT (ELEMENTARY, SECONDARY)**
Medium: **WORKSHOP**

TITLE: **EXPERIMENTAL SPEECH IMPROVEMENT PROGRAM DESIGNED TO IMPROVE NON-STANDARD SPEECH AMONG CHILDREN IN POCKET-OF-POVERTY AREAS**

DESCRIPTION: This multi-dimensional program for teachers defined three specific goals:

1. To help students speak clearly and effectively
2. To help students recognize that personality is reflected in the voice and use of language
3. To help students use speech patterns that are socially desirable, vocationally advantageous, and personally satisfying.

Different, yet complementary, programs were designed for elementary and secondary levels. TV speech improvement demonstrations, an in-service course in choral speaking and speech improvement techniques, and a linguistic analysis of local standard and non-standard speech patterns were some of the emphases.

1966 **PHILADELPHIA**

SUBJECT MATTER: **READING A/L PUPIL (1-3)**

TITLE: **EXPERIMENTATION WITH FIRST-GRADE READING MATERIALS**

DESCRIPTION: Children in three 1st grades in a Buffalo elementary school were instructed in reading through the use of either the Scott Foresman basal reading series, the Harper Row Linguistic Readers, or i/t/a (Initial teaching alphabet) materials. The three teachers involved were of comparable skill and experience, and the pupils were heterogeneously grouped in classes of 30. Test scores of the three classes generally indicated higher reading levels for students using linguistically-based readers or i/t/a texts. Most favorable teacher comment was that of the i/t/a instructor, who noted the confident enthusiasm of her pupils for independent reading and written expression.

BUFFALO

SUBJECT MATTER: **SPANISH A/L STUDENT (5-6)** Medium: **MANUAL TV**

TITLE: **FOREIGN LANGUAGE FOR YOU—SPANISH—4 VOLUMES—SEMESTER BASIS**

DESCRIPTION: Forty-eight lessons are broadcast to each of the grade levels. The time spent viewing the telecast is considered part of the allotted time for Spanish instruction.

These telecasts are designed to: (1) help pupils obtain a better idea of what foreign language study is like, (2) create interest in other peoples' languages and customs, (3) develop the ability to understand and speak a foreign language within a framework of limited conversational expressions, and (4) enrich learning by correlating a foreign language with other phases of the school curriculum.

Guides are provided for use in conjunction with the programs.

1960 **MILWAUKEE**

SUBJECT MATTER: **SPANISH-TV A/L TEACHER (5-6)** Medium: **TV**

TITLE: **FOREIGN LANGUAGE FOR YOU (SPANISH)**

DESCRIPTION: This material, consisting of a teacher's manual, records, and visual cue cards for each semester of the fifth and sixth grades, was prepared to assist the classroom teacher to receive the Spanish television lessons. Twenty-four lessons are carefully prepared for the classroom teacher with helpful instructions "before the telecast" as well as suggested follow-up activities. The role of the classroom teacher in team teaching with the studio teacher is also outlined. Language hints and an index of language patterns and vocabulary are also included.

1965-67 **MILWAUKEE**

SUBJECT MATTER: **SPANISH A/L TEACHER (5-6)** Medium: **TV**

TITLE: **FOREIGN LANGUAGE FOR YOU—SPANISH**

DESCRIPTION: Six teacher telecasts are provided for all elementary fifth and sixth grade teachers—three at each level.

These telecasts alert the teacher in advance as to the content of the lesson to be telecast to the pupils. They provide suggestions and helpful hints for the teacher.

1960 **MILWAUKEE**

SUBJECT MATTER: **READING A/L TEACHER (4-5 year olds)** Medium: **PAPERBACK BOOKS**

TITLE: **FOSTERING ATTITUDES TOWARD READING**

DESCRIPTION: A paperback book for each child was supplied to the classroom for use in the home. Children and parents were encouraged to borrow them. Each teacher determined the methods to motivate the parents to read the book to their children at home. All of the books are on the "Suggested Book List for Prekindergarten" from the N.Y.S. Education Department.

The purpose of supplying expendable paperback books is to foster on the part of both children and parents a positive attitude toward reading. It also promotes the idea of book-owning and library-building.

1968 **BUFFALO**
Not available for distribution.

SUBJECT MATTER: **DRAMA A/L SENIOR HIGH** Medium: **SOUND FILM**

TITLE: **FOUR FACES OF DRAMA SERIES**

DESCRIPTION: Theater Arts students perform in excerpts from the representative works of well-known authors. The series includes: (1) The Theater of Action, (2) The Theater of Words, (3) The Theater of Tradition, and (4) The Theater of the Absurd. Running time is 26 minutes.

1966 **BALTIMORE**
Not available for distribution.

SUBJECT MATTER: **FRENCH A/L TEACHERS (1-6)** Medium: **MANUAL**

TITLE: **FRENCH COURSE OF STUDY FOR FRENCH IN THE ELEMENTARY SCHOOL —PART I**

DESCRIPTION: Basic vocabulary and structural patterns are introduced in Part I, a booklet of 126 pages designed to introduce French to elementary school pupils. Also included are seven stories as subjects for conversation and dramatization, an assortment of eleven games, and a collection of forty-seven songs.

1966 **CLEVELAND**

SUBJECT MATTER: **FRENCH A/L TEACHER (1-6)** Medium: **MANUAL**

TITLE: **FRENCH COURSE OF STUDY FOR FRENCH IN THE ELEMENTARY SCHOOL —PART II**

DESCRIPTION: This part consists of twenty-four stories and dramatizations, ranging from LES TROIS OURS, LA CIGALE ET LA FOURMI, and PIERRE LAPIN to LA BELLE AU BOIS DORMANT, BLANCHE-NEIGE ET LES SEPT NAINS, PINOCCHIO, and CENDRILLON.

1966 **CLEVELAND**

SUBJECT MATTER: **FRENCH—STRUCTURES A/L TEACHER/PUPIL (7-12)** Medium: **MANUAL/TAPES**

TITLE: **FRENCH PATTERN DRILLS**

DESCRIPTION: These pattern drills were designed to accompany the text NOUVEAU COURS PRATIQUE DE FRANCAIS by E. B. de Sauzé. They include exercise material on all new grammatical structures presented in Lessons 3 to 34 of that text. They have been recorded on tape.

These drills were prepared for and are the property of the publishers of the text, Holt, Rinehart and Winston, 383 Madison Avenue, New York, N. Y. 10017.

1961 **CLEVELAND**

SUBJECT MATTER: **ENGLISH-RADIO A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **FUN FROM THE DICTIONARY—SERIES II—LANGUAGE ARTS FOR GRADE 8**

DESCRIPTION: This material has been designed to assist 8th grade teachers in helping youngsters build an effective reading, writing, and speaking vocabulary.

Word lists and follow-up exercises are included in the manual. The THORNDIKE-BARNHART ADVANCED JUNIOR DICTIONARY, supplemented by the WEBSTER INTERNATIONAL, was used for the definitions.

The title and original series were introduced by Station WBOE, Radio Station of the Cleveland Schools. Permission to use title and format was granted by WBOE.

ST. LOUIS

Available on complimentary basis.

SUBJECT MATTER: **ENGLISH-RADIO A/L TEACHER (H.S.)** Medium: **MANUAL**

TITLE: **FUN FROM THE DICTIONARY—SERIES III AND IV—HIGH SCHOOL ENGLISH**

DESCRIPTION: FUN FROM THE DICTIONARY is presented for high school English classes. It is offered as an aid to teachers in helping pupils build a useful reading, writing, and speaking vocabulary.

Word lists and follow-up exercises are included in this bulletin. The title and the original series were introduced by Station WBOE Radio Station of the Cleveland Public Schools. Permission to use title and format was granted by WBOE.

Word lists and follow-up exercises are included for each program.

ST. LOUIS

Available on complimentary basis.

SUBJECT MATTER: **READING READINESS A/L STUDENT** Medium: **KIT**

TITLE: **GEOMETRIC AND LETTER FORM KIT**

DESCRIPTION: The kit contains cards to be handled by students as well as general display materials related to recognition of geometric and letter forms. Included in the kit are a manual as well as inventory forms for recognition of initial and final letters and a form dealing with upper case letters.

LOS ANGELES

SUBJECT MATTER: **DRAMA-THEATRE (CULTURAL ENRICHMENT) A/L TEACHER/STUDENT** Medium: **COLLECTION**

TITLE: **THE GLASS MENAGERIE**

DESCRIPTION: The packet contains a set of related materials for use with THE GLASS MENAGERIE. In the kit are several items including background materials about Tennessee Williams, a selected bibliography of works by the same author, a synopsis of the play, bulletin board materials, etc. Commercially-prepared materials related to the play are also included.

The project was developed under grants from the National Endowment for the Arts and the United States Office of Education. Plays were performed by the Innercity Repertory Company.

LOS ANGELES

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR (1-4)** Medium: **MANUAL**

TITLE: **GUIDE FOR BEGINNING TEACHERS OF READING 1-4**

DESCRIPTION: GUIDE FOR BEGINNING TEACHERS OF READING has been prepared for the beginning teacher as a step-by-step guide to the teaching of reading in the primary school. It is designed to help formulate reading plans and procedures. The emphasis has been placed on practical procedures that can be followed by teachers without advanced technical background or special preparation.

1968 **NEW YORK CITY**
Available for sale—$2.00

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR (5-8)** Medium: **MANUAL**
TITLE: **GUIDE FOR BEGINNING TEACHERS—READING**
DESCRIPTION: This bulletin gives guidance to teachers of reading in self-contained elementary school (k-6) classrooms, as well as to teachers in departmentalized organizations in intermediate and junior high schools. The bulletin shows the teacher how to assess pupil needs and status and how to evaluate progress on a short-term or long-term basis. It makes suggestions for organizing the class for intruction of the various types of pupils in the group. It familiarizes the teacher with the instructional materials and outlines the reading skills to be stressed at these grade levels. It includes in the appendices test materials, teacher references, and other material helpful to the teacher.
1968 **NEW YORK CITY**
Available for sale—$2.00

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR (9-12)** Medium: **MANUAL**
TITLE: **GUIDE FOR BEGINNING TEACHERS—READING**
DESCRIPTION: This bulletin is for beginning teachers and for those experienced teachers who may, for the first time, be devoting concentrated attention to the teaching of reading. The publication consists of seven chapters and appendices that are designed to cover all aspects of the teaching of reading from the problem of diagnosis of reading difficulties to the use of the reading center or reading laboratory approach. It provides practical and concrete information to the high school teacher whether he is concerned with superior, disadvantaged, or average pupils. Illustrative lesson plans are supplied together with realistic time allocations for the teaching of reading. Use of the bulletin by both English teachers and other subject teachers is intended so that the entire faculty may attack the reading problem in the high school.
1968 **NEW YORK CITY**

SUBJECT MATTER: **LITERATURE A/L TEACHER (6)** Medium: **MANUAL**
TITLE: **GUIDE FOR TEACHING THE NOVEL ISLAND OF THE BLUE DOLPHINS**
DESCRIPTION: This guide is for teachers to use in introducing 6th grade children to their first experience in "depth reading." Although children are introduced to novels as early as the second grade and read many books around literary themes throughout the elementary school, these experiences do not emphasize close reading. The guide is designed to help children discover that they can increase their enjoyment of reading through a more careful and detailed analysis of what they read, especially of good literature.
1966 **SAN DIEGO**

SUBJECT MATTER: **DRAMATICS A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**
TITLE: **GUIDELINE FOR CREATIVE DRAMATICS**
DESCRIPTION: This material suggests ways of motivating and presenting materials dealing with creative dramatics. Children are encouraged to discuss actions, characters, and/or setting of story; the role of oral language is a significant goal. Large and small muscle activities are suggested; examples of situations for characterizations and other kinds of activities are also listed.
WASHINGTON, D.C.

SUBJECT MATTER: **LISTENING A/L TEACHER** Medium: **MANUAL**
TITLE: **GUIDELINES FOR USE WITH THE COMBINATION LANGUAGE LABORATORY**

DESCRIPTION: This manual provides a listing of skills and related procedures and activities in the area of listening. The activities are undertaken in conjunction with the combination language laboratories. This electronic equipment is designed to be used in the classroom as an instructional tool capable of making the teaching-learning process more meaningful and dynamic.

Some of the purpoes of the program include making the youngster aware of the distinction between reality and make-believe, sensing the speaker's purpose, and making inferences.

WASHINGTON, D.C.

SUBJECT MATTER: **BILINGUAL EDUCATION A/L TEACHER (ELEMENTARY)**
Medium: **MANUAL**

TITLE: **A GUIDE TO BILINGUAL EDUCATION IN THE ELEMENTARY GRADES—WORKING COPY**

DESCRIPTION: This handbook describes some of the classroom procedures that teachers have found useful in the bilingual educational program. The instructional techniques are based largely upon the oral language approach. Reading and language arts offer good correlational possibilities. The manual presents cultural information in both Chinese and Spanish dimensions. Family attitudes and behavioral patterns are described. Notes are also included which provide information about language differences. The lessons present guidelines of various types, e.g., orientation, classroom objects, grammar, etc. There are also subject-matter explorations.

SAN FRANCISCO

SUBJECT MATTER: **ENGLISH COMPOSITION A/L TEACHER** Medium: **HANDBOOK**

TITLE: **GUIDE TO STANDARD PRACTICES IN WRITTEN WORK IN THE PITTSBURGH PUBLIC SCHOOLS**

DESCRIPTION: This handbook, designed for use by teachers in all subject fields of the secondary schools, is based on the philosophy that the consistent requirement by all teachers of the same forms in organization and mechanics will lead to the production of acceptable written work in all subject fields. The handbook includes rules and illustrations for the following areas: preparation of the manuscript, mechanics (including capitalization, punctuation, numerals, italics, plurals, word division, spelling) usage, correspondence forms, note-taking, answering essay-type examinations and the preparation of a research paper. The publication also includes a check list for evaluating compositions, lists of library aids, and list of reference materials.

1967 **PITTSBURGH**

SUBJECT MATTER: **FOREIGN LANGUAGE (LATIN) A/L TEACHER (9-12)** Medium: **MANUAL**

TITLE: **GUIDE TO THE TEACHING OF LATIN**

DESCRIPTION: This guide has been developed with the following objectives in mind:

To establish minimum levels of achievement to be fulfilled for each semester of Latin
To enable teachers to help students attain their maximum potential in the study of Latin
To provide suggested enrichment activities, teaching procedures, and references for high levels of achievement
To provide an articulated program of Latin instruction between the junior and senior high schools

1965 **MILWAUKEE**

SUBJECT MATTER: **CHORAL SPEAKING A/L TEACHER/ADMINISTRATOR (1-6)**
Medium: **MANUAL**

TITLE: **HANDBOOK FOR CHORAL SPEAKING**

DESCRIPTION: This handbook will assist teachers in the development of choral speaking activities in the elementary school. Included in the guide are a rationale, suggestions for materials, techniques of choral speaking in the primary and upper elementary grades, and a bibliography.

Choral speaking is a medium through which every child can have a successful emotional experience with oral language. It is very useful in providing experiences which will improve the self image and advance the communication skills of children with limited verbal resources.

1966 **CLEVELAND**

SUBJECT MATTER: **CREATIVE DRAMATICS A/L TEACHER/ADMINISTRATOR (1-6)**

Medium: **MANUAL**

TITLE: **HANDBOOK FOR CREATIVE DRAMATICS**

DESCRIPTION: This handbook was prepared for teachers of grades 1 through 6 to be used as an integral part of the language arts curriculum. It was designed to aid teachers in developing creative thinking, communication, interaction and appreciation of things surrounding inner city children. It has been observed that children in inner-city schools who are often unable to express themselves in a formal language situation, have a remarkable ability to express themselves well in unstructured, spontaneous situations.

The medium of creative drama can help these children attain their creative potential. Besides general information the guide contains a frame of reference, teaching suggestions for primary and upper elementary activities, and a bibliography.

1966 **CLEVELAND**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/ADMINISTRATOR (PRE-K-2)**

Medium: **MANUAL**

TITLE: **HANDBOOK FOR LANGUAGE ARTS: PRE-K, K, 1 & 2**

DESCRIPTION: Emphasis in the Handbook relating to reading and literature is on the "how-to-do" and "what-to-do." Every effort has been made to develop a publication tailored to fit teachers' needs. Specific procedures are presented for utilization of the library, mass media, textbooks, and audio-visual aids.

1965 **NEW YORK CITY**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/ADMINISTRATOR (PRE-K-2)**

Medium: **MANUAL**

TITLE: **HANDBOOK FOR LANGUAGE ARTS: PRE-K, K, 1 and 2**

DESCRIPTION: The HANDBOOK FOR LANGUAGE ARTS: PREKINDERGARTEN—GRADE TWO brings together materials in listening, speaking, writing, reading, and literature and makes them specific at each grade level from Prekindergarten through Grade Two. This arrangement highlights the interrelationship of the language arts and assists the teacher in planning an interrelated program. New approaches suggested by linguists and other specialists for the development of satisfactory speech and language patterns for all children, the teaching of English as a second language, a comprehensive literature program of stories and poems (drawn from many nations and ethnic groups to reinforce children's sense of personal identity and group pride) are features of the Handbook.

1965 **NEW YORK CITY**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/ADMINISTRATOR/ADULT (5-12)**

Medium: **MANUAL**

TITLE: **HANDBOOK IN LANGUAGE ARTS, GRADES 5-12 READING AND LITERATURE**

DESCRIPTION: This bulletin is a comprehensive curriculum guide and teacher-training handbook, covering all aspects of the teaching of reading and literature for Grades 5-12. For the *teacher*, detailed statements spell out *what* to teach and *how* to teach. Lesson patterns and plans illustrate principles and practices. For the *supervisor*, the bulletin details the philosophy and organizational guidelines of a program in which the development of reading skills is the central focus. In addition, an approach to literature as one of the humanities is given full exposition. Intended for use by both experienced and inexperienced personnel, this is a major publication in its breadth and depth of coverage of the teaching of reading and literature.

1968 **NEW YORY CITY**

SUBJECT MATTER: **READING A/L TEACHER (1-3)** Medium: **MANUAL**

TITLE: **HANDBOOK FOR READING CONSULTANTS**

DESCRIPTION: This handbook was designed to strengthen and guide the efforts of reading consultants. It contains suggestions, procedures, and techniques which have been helpful in working with under-achieving students, their parents, and their teachers.

1967 **CLEVELAND**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/ADMINISTRATION** Medium: **MANUAL**

TITLE: **HANDBOOK FOR TEACHERS AND OFFICERS WHO WORK IN GRAY AREAS**

DESCRIPTION: The purpose of this material is to help educators develop an awareness of some of the kinds of problems which prevail in many culturally-disadvantaged homes. Guiding principles of operation to be followed in working with parents are established. Suggestions are presented within a pictorialized framework.

1963 **WASHINGTON, D.C.**

SUBJECT MATTER: **READING A/L TEACHER AIDE (1-6)** Medium: **MANUAL**

TITLE: **HANDBOOK FOR THE READING VOLUNTEER**

DESCRIPTION: This handbook was designed to help both urban and suburban volunteers get an overview of the inner-city children with whom they would be working. The role of the volunteer in the total school setting is defined; in addition, both broad and specific curriculum methods and materials are reviewed. In this handbook, the volunteer is perceived as an aid to the teacher, a person who can be trained to assume many of the non-technical tasks with efficiency and dispatch.

1966 **CLEVELAND**

SUBJECT MATTER: **ENGLISH A/L STUDENT (10)** Medium: **TEXTBOOK**

TITLE: **HAPPENINGS**

DESCRIPTION: This anthology was written to meet the needs of urban pupils in B-10 English. Every selection is presented either from a young person's point of view or with a young person's interest firmly in mind. Moreover, all the selections were written by teachers or by writers well acquainted with the interests of young people. All selections have been taught successfully in B-10 English classes and have been evaluated by consultants, supervisors, and teachers, and judged in try-out by a majority of students.

The material is organized into various units entitled: Troubles, Smiles, Dangers, Outlooks, Feelings, and Clashes.

1967 **LOS ANGELES**

SUBJECT MATTER: **LANGUAGE ARTS A/L STUDENT (4-7)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **HOMONYMS: SOUND ALIKE WORDS**

DESCRIPTION: Each poster in this series illustrates two words which sound alike and whose spelling depends on the context in which they are used. Designed primarily to provide colorful visual material related to the study of such words, they can be used as a basis for students to write sentences using the words and to get them to think of additional sets of words that are similar.

1964 **DETROIT**

SUBJECT MATTER: **FOREIGN LANGUAGE A/L PUPIL (7-8)** Medium: **MANUAL**

TITLE: **EXPLORATORY FOREIGN LANGUAGE PROGRAMS IN GRADES 7-8**

DESCRIPTION: A natural outgrowth of the development of the junior high school in Buffalo and the emerging patterns of thinking with regard to foreign language study is the exploratory experience with one foreign language offered in grades 7-8. Knowledge gained from research and experience indicates that all children can learn foreign languages. The new approach offers more children the benefits of this rewarding experience plus a better preparation for making elective choices in high school years.

BUFFALO

SUBJECT MATTER: **LANGUAGE ARTS-RADIO A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **EXPLORING BOOKS AND KING ARTHUR AND HIS KNIGHTS—LANGUAGE ARTS FOR GRADE 7**

DESCRIPTION: This series of dramatized stories and poetry is designed to encourage good recreational reading and to provide a cultural background in the essentials of literature, both traditional and contemporary. In addition to the KING ARTHUR materials, other significant books are included, e.g., WAGONS TO THE WILDERNESS, LaSALLE OF THE MISSISSIPPI, ETC.

ST. LOUIS
Available on a complimentary basis.

SUBJECT MATTER: **LANGUAGE ARTS-INTERDISCIPLINARY A/L TEACHER (PRIMARY GRADES)** Medium: **MANUAL**

TITLE: **EXTENDED SKILLS IN THE LANGUAGE ARTS PRIMARY GRADES—SOME SAMPLE LEARNING EXPERIENCES—ELEMENTARY CURRICULUM LEAFLET #1 SEPTEMBER 1963**

DESCRIPTION: Topics such as *written expression* are broken down into sub-topics with specific activities listed, e.g., written expression will have a number of ideas specifically related to expository composition. Listening and oral expression receive much attention.
Two units, one dealing with the solar system and the other the zoo, are used as vehicles for extending skills in language arts.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **ENGLISH A/L TEACHER (PRIMARY UNIT)** Medium: **MANUAL**

TITLE: **FIRST STEPS IN LANGUAGE EXPERIENCES FOR PRESCHOOL CHILDREN—EXPERIMENTAL EDITION**

DESCRIPTION: Various subject-matter areas are explored with respect to language relevance. Specific activities are detailed in art, music, science, literature, and dramatics. In addition, attention is given to motor skills, colors, color concept, and size/number concepts. Basic sensory experiences are involved.
A daily program outline is provided; moreover, recordings and books for children as well as suggested readings for teachers are included.

1966 **DETROIT**
Available for sale—$1.50

SUBJECT MATTER: **READING A/L STUDENT (1)** Medium: **WORKSHEETS/TEXT**

TITLE: **HULS MULTI-DIMENSIONAL READING PROGRAM**

DESCRIPTION: In cooperation with Dr. Harry Huls of San Diego State College, the San Diego Unified School District has been experimenting with a new approach to teaching reading for the last five years. The approach is based on letter-to-sound correspondences in the English language. Each word is presented as a sight word, but it is immediately analyzed for its sound components. Writing is used to reinforce kinesthetically mastery of this correspondence. Materials are more boy-oriented than in typical primary readers. Each book is a novel in form, making motivation to read the next story intrinsic with the material. Both the basic and a supplementary series for the first grade are prepared. The achievement rate of various children determines the instructional mix of these two series. In carefully controlled experimental situations, this series has demonstrated its effectiveness over the state-provided Ginn Basal Reading series as well as over such other approaches as the Economy Phonetic Keys to Reading program and ITA. Evaluation in this experimentation has included not only reading achievement tests, but also oral reading of various types of material and eye movement photography.

1967 **SAN DIEGO**

SUBJECT MATTER: **ENGLISH-RADIO A/L TEACHER (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **ILIAD AND ODYSSEY—HIGH SCHOOL ENGLISH—SERIES I**

DESCRIPTION: The manual provides a synopsis of each radio program; the radio materials cover various categories e.g., THE OLYMPIAN GODS, PROLOGUE TO WAR, THE QUARREL, ETC.
A selected bibliography is included.

ST. LOUIS

SUBJECT MATTER: **GERMAN (VOCABULARY) A/L PUPIL (7-12)** Medium: **VOCABULARY SHEETS**

TITLE: **ILLUSTRATED VOCABULARY DRILL SHEETS IN GERMAN**

DESCRIPTION: This material was designed to enable students to acquire basal vocabulary without the use of English. Included are line drawings illustrating nouns, adjectives, adverbs, and verbs. A limited number of basic structures and idioms are also included.

1964 **CLEVELAND**

SUBJECT MATTER: **READING A/L TEACHER/STUDENT (4-5-6)** Medium: **READING SKILLS CENTER**

TITLE: **IMPROVEMENT OF READING INSTRUCTION OF CHILDREN FROM POCKET-OF-POVERTY AREAS IN SEVEN SCHOOLS THROUGH ESTABLISHMENT OF INNOVATIVE READING PROGRAMS**

DESCRIPTION: This program is designed to provide intensive and comprehensive development of reading skills for over 3,000 public and parochial school children in seven schools. The program will take place in a reading skills center to be set up in each of seven public schools and in the classrooms of all the intermediate grade children in these schools and in nearby parochial schools.
Emphases will include word recognition, comprehension, study skills, new methodology, and literature. The accent will be on providing sufficient hardware and software to make individualization of instruction possible. Multi-media resources will be on hand. Approximately sixty-five teachers will learn with the children. A key reading teacher will be provided in each school to organize the reading center.

PHILADELPHIA

SUBJECT MATTER: **LANGUAGE ARTS (CULTURALLY DEPRIVED) A/L TEACHER/ADMINISTRATOR (K-3)** Medium: **REPORT (PROJECT)**

TITLE: **IMPROVING EDUCATION FOR CULTURALLY-DEPRIVED CHILDREN THROUGH AN INTENSIVE LANGUAGE ARTS PROGRAM USING SPECIAL TEACHERS SKILLED IN THE LANGUAGE ARTS**

DESCRIPTION: The major purpose of the project is to develop oral and written language facility and comprehension of culturally-deprived children in K-3. Summer educational centers are a part of the total undertaking.
The program makes use of foreign language techniques. For example, a dramatic conversational method is employed to insure that children acquire a rich vocabulary. Literature and the arts are used as vehicles for sharpening and enriching the child's perception. Wide use is made of audiovisual aids to stimulate oral discussion, recall sequences, etc. Inservice education is a significant part of the undertaking. Improved

utilization of staff resources and strengthened parental responsibility combine to spur culturally-deprived youngsters to greater achievement.

1961 **WASHINGTON, D.C.**

SUBJECT MATTER: **LANGUAGE ARTS A/L PUPIL (ELEMENTARY)**
Medium: **DICTATING EQUIPMENT**

TITLE: **IMPROVING ORAL AND WRITTEN COMMUNICATION IN THE ELEMENTARY SCHOOLS THROUGH THE EFFECTIVE AND EFFICIENT USE OF DICTATING EQUIPMENT**

DESCRIPTION: Dictating equipment is used in the kindergarten through the 6th grade to improve oral communication, motivate improvement in spelling and mechanics of writing, and act as a catalyst for growth in reading.
One classroom at each grade level received equipment. Recorded expressions are played back for listening pleasure and evaluation; transcription may be into writing or through a magnetic tape which would become part of a permanent record. Written transcriptions serve as a basis for teaching students skills which are generally associated with the mechanics of writing. Part of the project involves the use of radio as a tool of instruction. Children's creative expressions are used as content for radio programs.
Transcription is accomplished in a number of ways, e.g., having older students help younger ones, enlisting the help of a volunteer corps from the urban service groups, etc.

1968 **WASHINGTON, D.C.**

SUBJECT MATTER: **READING AND ART A/L STUDENT (PRIMARY)** Medium: **TEXTBOOK**

TITLE: **INNOVATIVE PROGRAM TO TEACH READING THROUGH ART**

DESCRIPTION: This program was initiated by an individual art teacher who discovered a new way of developing beginning vocabulary for primary youngsters. First words are derived from pictures children draw. A beginning reader's first words would include, normally, *sky, sun, grass, tree,* etc.
The initial research on this project has led to the development of three basal reading textbooks which are now in use in selected inner-city schools. A continuing pilot program is contemplated.

1968 **WASHINGTON, D.C.**

SUBJECT MATTER: **WRITTEN COMPOSITION A/L TEACHER (4-12)**
Medium: **WORKSHOP DEMONSTRATION**

TITLE: **IN-SERVICE STAFF DEVELOPMENT PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION IN WRITTEN COMMUNICATION SKILLS FOR CHILDREN (GRADES 4-12) IN POCKET-OF-POVERTY AREAS**

DESCRIPTION: The major objective of this program was to instill fresh attitudes in the teacher towards the problems of language and written expression by discussing and demonstrating new, effective approaches.
Study areas included: the nature of language and language learning, dialects, the teaching of grammar and usage, the disadvantage learner, etc.

1967 **PHILADELPHIA**

SUBJECT MATTER: **ENGLISH A/L STUDENT (9)** Medium: **FILM**

TITLE: **THE INSIDE OUTSIDE BOY**

DESCRIPTION: This movie was conceived and carried out by a 9th grade English class. It is the study of a boy, basically lonely, who exhibits two sides of his personality in a brief (five minute) 8mm sound film.

BOSTON

SUBJECT MATTER: **READING EVALUATION A/L STUDENT (1)** Medium: **TEST**

TITLE: **i.t.a. TEACHER-MADE TESTS**

DESCRIPTION: This material was written to help teachers evaluate pupil progress of Grade One reading skills. These tests were given at the completion of the Pre-Primer, Primer, and Book One levels. The basic reading skills such as phonetic and structural analysis and comprehension are included. Results of the tests can also be used as a diagnostic measure to determine areas in which reteaching might be necessary.

1966 **PITTSBURGH**
Not available for distribution

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER**
Medium: **MANUAL/GLOSSY PHOTOGRAPHS (8" x 10")**

TITLE: **JACKSON SCHOOL, MADISON SCHOOL, AND MARSHALL SCHOOL STUDY PRINTS**

DESCRIPTION: These materials are intended to provide children with motivation for speaking and writing.

There are pictures of children at school, in the neighborhood, and in their homes. Pictures of business, industry and recreation are also included. The photographs are grouped into five sets; five to nine photographs are in each set.

One of the sets is entitled THE GATEWAY ARCH. The progress made in constructing the arch is dramatically demonstrated by this sequence of pictures.

The guide itself provides a number of discussion questions for each set in order to initiate discussion. Moreover, several types of activities are suggested.

Although the three guides listed by title (above) are essentially the same, each school makes certain modifications in terms of its own needs.

1966 **ST. LOUIS**

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (1)** Medium: **MANUAL**

TITLE: **JUST FOR YOU—SERIES II (REVISED) LANGUAGE ARTS FOR GRADE 1**

DESCRIPTION: Stories, poetry, songs, music and active participation are combined in this series to give young listeners a variety of worth-while experiences. Each program is centered on a single theme and contains several types of material.

Pre- and post-broadcast suggestions are included; there is reference to the use of audio-visual aids.

ST. LOUIS

SUBJECT MATTER: **KINDERGARTEN A/L TEACHER/COMMUNITY (K)** Medium: **MANUAL**

TITLE: **KINDERGARTEN ENRICHMENT PROGRAM**

DESCRIPTION: Children from the Buffalo core area schools have benefited from an enriched kindergarten program. Reading readiness is enhanced through a program developed by the school reading specialist, and community resources are utilized through sixteen selected field trip experiences.

BUFFALO

SUBJECT MATTER: **LANGUAGE ARTS—AND MATHEMATICS (COMPENSATORY) A/L STUDENT (JUNIOR HIGH SCHOOL)** Medium: **MULTI-MEDIA PROGRAM**

TITLE: **LANGUAGE ARTS—MATHEMATICS PROGRAM (LAMP)**

DESCRIPTION: San Francisco's LAMP is a compensatory program designed to develop and evaluate innovative practices in reading and math. Block programming is undertaken for some English and mathematics classes in a team arrangement; in other situations, with the same teacher handling both periods. Another dimension involves a single curriculum for both reading and mathematics. Multisensory materials and special ancillary services are also involved.

The approach of LAMP is one which focuses a maximum amount of time and teaching energy on the concepts of contemporary mathematics. The total effort of each teaching team is directed towards the surfacing of these concepts and the development of all language skills which are necessary for their communication.

Ample resources have been provided to each classroom, e.g., tape recorder, overhead projector, number line, matrix boards, calcuframe, etc. In addition, an Ampex 6000 video tape recorder, a 324-22 camera, a micro-mixer, and accessories to explore the impact of classroom activities on student self-image and teacher self evaluation are available.

Approximately 300 students with reading or mathematics achievement test scores one or more years below grade level are presently enrolled in the program. The evaluation design includes use of standardized tests, questionnaires, and classroom observations. An evaluation report to the State Office of Compensatory Education was completed in July, 1968.

SAN FRANCISCO

SUBJECT MATTER: **READING A/L TEACHER (K—Primary)** Medium: **MANUAL**

TITLE: **LANGUAGE-EXPERIENCE APPROACH TO READING: ELEMENTARY CURRICULUM LEAFLET No. 1**

DESCRIPTION: This bulletin describes the language-experience approach to reading; this method was observed during a series of kindergarten classroom demonstrations. Basically, the method emphasizes a transition—from hearing and speaking to reading and writing—that capitalizes upon the development of each child's language. As his thinking is stimulated, the pupil is encouraged to express his ideas. Long before a child has any techniques for writing his own compositions, his teacher acts as a scribe by recording what he has to say.

1961 **SAN FRANCISCO**

SUBJECT MATTER: **LANGUAGE AND MATHEMATICS (LEARNING LABORATORY) A/L STUDENT (JUNIOR HIGH SCHOOL)** Medium: **PROGRAM**

TITLE: **(EDP)^2 LEARNING LABORATORY**

DESCRIPTION: The (EDP)^2 LEARNING LABORATORY is a partnership which combines the talents of the San Francisco Unified School District and Lockheed Missile and Space Company. The program utilizes a gaming-simulation approach to learning. Language and mathematics are supportive to an electronic data processing curriculum which, hopefully, will generate the motivation essential to success.

Various types of equipment are used including a keypunch, sorter, interpreter, etc. In addition, reliance is placed on a VTR System which includes a 7500 Videotape Recorder, a 326-22 Camera, a Telemation Switcher-fader Syno cart and supporting accessories. Complementing this multisensory approach are the standard classroom items such as photo-copier, duplicator, tape recorder, etc.

The program design calls for an EDP Program written by the Lockheed Missile and Space Company's staff in consultation with the San Francisco Unified School District's staff.

Ninth grade students who were underachieving by three-or-more years in reading were selected to participate in a class schedule which locks in four periods daily.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT—and
THE LOCKHEED MISSILE & SPACE COMPANY

SUBJECT MATTER: **LIBRARY A/L TEACHER/ADMINISTRATOR** Medium: **COMPUTER PRINT-OUT CARDS**

TITLE: **LIBRARY COMPUTERIZED CATALOG CARDS**

DESCRIPTION: The St. Louis Public Schools is making use of a computer print-out card system for library materials. Cards contain relevant information including Dewey Decimal numbers, levels, and annotations.

1968 **ST. LOUIS**

SUBJECT MATTER: **LIBRARY A/L PUPIL** Medium: **COLLECTION**
TITLE: **LIBRARY IMPROVEMENT WITH EMPHASIS ON CORE AREA SCHOOLS**
DESCRIPTION: Buffalo Public Schools have felt a great need for up-grading library facilities. Available federal funds have made it possible to increase the quality and quantity of book collections, with special emphasis being given to target area schools, both public and non-public. Teachers and librarians participate in the selection of library books with the help of the ESEA Title II planning guide. Inservice workshops are planned for personnel handling the library materials in the elementary schools.

BUFFALO

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/ADMINISTRATOR (4-6)** Medium: **RADIO**
TITLE: **LISTEN AND WRITE**
DESCRIPTION: LISTEN AND WRITE is a creative writing series designed to encourage children toward self-expression. The various kinds of writing explored range from simple narrative and descriptive to the subtler demands of introspective, expository, and argumentative writing. Sparking the interest of young listeners are examples from established literature as well as from their own contributions in original poetry and prose. The series has been planned for grades four to six. A teacher's guide is included.

1967 **NEW YORK CITY**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER (PRIMARY)** Medium: **MANUAL**
TITLE: **LISTENING EXPERIENCES STUDY CENTER KIT**
DESCRIPTION: This kit contains 40 lessons which have been designed as sample materials to strengthen skills which have been previously taught. The general design of the guide provides for the designation of a literary item, the teaching purposes which can be defined, and the materials needed to implement the lesson.
The following types of items are included in each STUDY CENTER KIT:

20 records	Each lesson on the record requires fifteen to twenty minutes—or more—of each child's time.
13 film-strips	Each filmstrip is numbered and is prepared for a specific lesson.
20 study guides	A study guide has been prepared for each lesson.
18 master copies for work-sheets.	There are eighteen master copies for worksheets for pupil response included in the kit. Each copy is coded to correspond with the lesson number for which it is to be used.

1967 **LOS ANGELES**

SUBJECT MATTER: **REMEDIAL READING A/L TEACHER/ADMINISTRATOR/SUPERVISOR (1-2)** Medium: **MANUAL/TAPES/FILMS**
TITLE: **LISTENING POST**
DESCRIPTION: THE LISTENING POST program was developed to provide early assistance to children who have had difficulty in reading in the 1st grade. After the 1st grade, it provides each child with intensive daily instruction in language arts through teacher-guided lessons and controlled listening activities. With the exception of mathematics, the curriculum consists of an all-day language arts program. LISTENING POST stations in the classroom are equipped with tape recorders and earphones. A series of tapes on phonics, vocabulary development, and stories for listening have been prepared for these LISTENING POSTS.

CLEVELAND

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (4)** Medium: **MANUAL**
TITLE: **LITERARY TREASURES, SERIES II, LANGUAGE ARTS FOR GRADE 4**
DESCRIPTION: The core of this series is a number of selections from children's literature. The series

is designed to familiarize 4th grade listeners with some of the traditional favorites which have the strongest appeal to that age group, but which are too difficult for many children to read individually. Most of the program notes contain special reference to suggested preparation for the broadcast.

THE FIERY FURNACE, DANIEL IN THE LIONS' DEN, JORINDA and JORINGEL are some of the selections which are explored.

ST. LOUIS

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (5)** Medium: **MANUAL**

TITLE: **LITERARY TREASURES, SERIES II, LANGUAGE ARTS FOR GRADE 5**

DESCRIPTION: The core of this series is a number of selections from children's literature. The series is designed to familiarize 4th-grade listeners with some of the traditional favorites which have the strongest appeal to that age group, but which are too difficult for many children to read individually. Most of the program notes contain special reference to suggested preparation for the broadcast.

THE STORY OF MOSES, ALICE IN WONDERLAND, THE WILD SWANS, and THE LITTLE MATCH GIRL are some of the selections which are explored.

ST. LOUIS

SUBJECT MATTER: **FOREIGN LANGUAGE A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **MAPS FOR FOREIGN LANGUAGE CLASSES**

DESCRIPTION: This booklet contains evaluations of maps for the foreign language classroom. It has been prepared for the following reasons:

1. To present guidelines for foreign language department chairmen and their teachers in budget planning for map purchases
2. To identify certain maps that are considered to be basic for foreign language classes
3. To identify certain maps that are not basic, but might be considered for their enrichment value

1967 **MILWAUKEE**

SUBJECT MATTER: **READING A/L TEACHER (ELEMENTARY, SECONDARY)** Medium: **MANUAL**

TITLE: **A MANUAL FOR READING CLINIC TEACHERS**

DESCRIPTION: This manual provides details of reading clinic services, including the method of requesting such services. Although the clinics generally serve elementary school pupils, high school pupils are also given instruction if their schedules permit. Information is provided on the processing required to involve students.

Full attention is given in the manual to testing, diagnosis, and record keeping. Sample forms are included. Remedial information is provided. The appendix contains a comprehensive bibliography.

1965 **ST. LOUIS**

SUBJECT MATTER: **LANGUAGE AND SOCIAL STUDIES A/L TEACHER/STUDENT (6-12)**
Medium: **MUSEUM EXHIBIT GUIDE**

TITLE: **MEXICOI QUE BONITO!**

DESCRIPTION: Major exhibits at the Museum are developed in relation to the curriculum. This exhibit on Mexico emphasizes the craftsmen in the making of everyday as well as art objects. Spanish subtitles give an added dimension for Spanish language students.

Because no exhibit can possibly include all the information about the objects used, the exhibit guide has been developed to serve this purpose for both students and teachers. It adds enrichment to the students' experiences during the Museum class and provides a continuing learning experience.

1966 **DETROIT**

SUBJECT MATTER: **DRAMA—THEATER (CULTURAL ENRICHMENT) A/L STUDENT (10)**
Medium: **COLLECTION**

TITLE: **MIDSUMMER NIGHT'S DREAM (SHAKESPEARE)**

DESCRIPTION: This packet contains materials developed and assembled under grants from the National Endowment for the Arts and the United States Office of Education. The program is a cultural enrichment opportunity which is offered to 10th grade students in the public and participating non-public secondary schools of Los Angeles.

The packet contains information about the play, extensive bibliographies, copies of articles on how to teach Shakespeare, etc. A commercial guide on MIDSUMMER NIGHT'S DREAM is also included.

A paperback edition of the play, a guidebook dealing with elements of drama, and special bulletin board materials complete the packet. The play was performed for students by the Inner City Repertory Company.

LOS ANGELES

SUBJECT MATTER: **READING A/L TEACHER**
Medium: **MANUAL**

TITLE: **MOTIVATIONAL APPROACHES TO READING**

DESCRIPTION: The purpose of this bulletin is to indicate what resources in addition to books may be used in the teaching of reading. Pictures, filmstrips, and recordings are reviewed. It is felt that youngsters who have not had much success in handling textbook materials do profit greatly from this approach.

A combination of materials, each selected for its unique contribution, is effective from a motivational point of view. Various guidelines for this approach are included in the manual.

SAN FRANCISCO

SUBJECT MATTER: **LANGUAGE ARTS (COMPENSATORY) A/L TEACHER/ADMINISTRATOR/STUDENT/PARENT (PRIMARY)**
Medium: **REPORT**

TITLE: **A MULTI-FACETED APPROACH TO COMPENSATORY EDUCATION**

DESCRIPTION: This document is a report of a Title I program for the teaching of the language arts in the primary grades. It is multi-faceted in that it includes objectives for children, teachers, and parents. The approach is based on a three-stage cycle of diagnosis of specific sub-skills in receptive and expressive areas of language arts, use of a variety of instructional materials and techniques for the teaching of diagnosed sub-skills, and evaluation of progress leading to mastery. The program is based on the research that children can learn if the learning is broken down into small, sequential steps.

The program provides for in-service training of teachers and for a person in each school to be responsible for the program. This key person supports and helps the teachers on a daily basis and develops a resource center in the school.

CHICAGO

SUBJECT MATTER: **READING A/L STUDENT**
Medium: **CATALOG**

TITLE: **NEGRO IN AMERICAN LIFE: PART I, FOR YOUNG READERS**

DESCRIPTION: This annotated book list, currently under revision, has been prepared by the Bureau of Library Services to provide young readers with an overview of materials related to the role of the Negro in American life. The books are classified according to fiction, music, poetry, folklore, history, and biography.

1966 **BALTIMORE**

SUBJECT MATTER: **READING A/L YOUNG ADULTS**
Medium: **CATALOG**

TITLE: **NEGRO IN AMERICAN LIFE: PART II, FOR YOUNG ADULTS**

DESCRIPTION: This annotated bibliography is a selected reading list of books about the Negro in

American life for young adults. The books are classified according to civil rights, the changing South, history, biography, fiction, poetry, plays, music.
This catalog is currently undergoing revision.

1966 **BALTIMORE**

SUBJECT MATTER: **LITERATURE A/L TEACHER (9)** Medium: **MANUAL**

TITLE: **NEGRO LITERATURE SUPPLEMENT**

DESCRIPTION: This material was designed to assist Negroes in developing more positive images of themselves. Units are provided for the teacher to use in conjunction with other materials. This unit on Negro literature can have definite value for pupils in all ethnic groups; individuals tend to have greater self-appreciation when they are able to respect others. In addition to general objectives, the bulletin defines target language skills, suggests background reading for teachers, indicates useful themes and procedures, outlines a discussion sequence, and includes a bibliography and study guide for students.

1966 **DETROIT**

SUBJECT MATTER: **LITERATURE A/L TEACHER (11)** Medium: **MANUAL**

TITLE: **NEGRO LITERATURE SUPPLEMENT**

DESCRIPTION: This unit on Negro literature can have definite value for pupils in all ethnic groups. Individuals tend to have greater self-appreciation when they are able to respect others. It is a matter of history that textbooks have generally been inadequate in documenting the contribution of Negro leaders in the making of this nation. Some progress has been made in this direction. At the time of producing the bulletin, textbooks available for the American Literature Course fall short of what the teacher has a right to expect. This unit is an attempt to supplement American Literature textbooks. Those who have worked to prepare the unit have endeavored to recognize the Negro writer; in addition they have striven to produce the kind of unit that would present the Negro writer in relationship to his fellow man and fellow writers. The supplement is actually a collection of writings by authors who are deeply concerned with human relationships. The unit is organized around four major types of literature—biography, novel, drama and poetry; specific bibliographies are provided. Questions for discussion, topics for composition and various other activities are included.

1966 **DETROIT**

SUBJECT MATTER: **LITERATURE-TV A/L TEACHER (JUNIOR HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **OF CABBAGES AND KINGS**

DESCRIPTION: *Of Cabbages and Kings* is a one-semester televised literature series for the junior high school. It deals with ideas and values relative to the human element and the business of living. Essentially, it is a human humanities-oriented literature series whereby music, art, and dance are integrated naturally to enrich the literary experiences of students. Composed of thirty-six programs, each in twenty-five minute segments, the series is structured into such units as humor, folklore, self-image, adventure, biography, and family. Each of the units is designed to focus on the basic humanistic theme of self identification.

1967 **DETROIT**

SUBJECT MATTER: **LITERATURE-TV A/L TEACHER (JUNIOR HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **OF CABBAGES AND KINGS (CLASSROOM PAPERBACK LIBRARY)**

DESCRIPTION: This manual provides an annotated listing of ninety-seven paperbacks to be used in conjunction with the televised literature program entitled *Of Cabbages and Kings*. The objective of the library is to provide an outlet for encouraging students to become interested in reading for enjoyment and appreciation and to discuss and relate ideas to those presented on individual programs in the televised series.

The bibliography in this manual is tied in with the units in the series. Brief annotations are included.

1967 **DETROIT**

SUBJECT MATTER: **LITERATURE-TV A/L TEACHER** Medium: **MANUAL**

TITLE: **OF CABBAGES AND KINGS (TEACHERS' MEDIA MANUAL FOR HUMANITIES KIT)**

DESCRIPTION: This manual describes specific media included in the kit and also suggests various activities to be undertaken with the telecast entitled *Of Cabbages and Kings*. The media groupings are related to the thematic components of the over-all series. Such materials as records, articles, tapes, scripts, and other resources are described in the media kit manual.

1967 **DETROIT**

SUBJECT MATTER: **READING (ORGANIC) A/L STUDENT** Medium: **BOOKLET/TAPE**

TITLE: **ORGANIC READING (W. L. P. BOARDMAN SCHOOL)**

DESCRIPTION: Oral language was promoted in developing a story theme. Written language was a corollary activity. Original stories were compiled so that booklets could be developed. Later, compiled books were taped by children.

This project stimulated interest in the language art skills. Days of the Week, A Story About a Turtle, and What Do you Want to Be? are some of the categories which have been used thus far in developing units.

BOSTON

SUBJECT MATTER: **ORAL LANGUAGE A/L TEACHER (1-12)** Medium: **WORKSHOP DEMONSTRATION**

TITLE: **PARTICIPANTS IN STAFF DEVELOPMENT PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION IN ORAL LANGUAGE SKILLS FOR CHILDREN (GRADES 1-12) IN A CLUSTER OF SCHOOLS IN POCKETS-OF-POVERTY AREAS.**

DESCRIPTION: The goals of this In-Service Program were to improve children's verbal functioning and oral linguistic sophistication. Implementation was defined through the development of classroom materials and techniques. The nature of language, the learning of language, and pattern drill techniques were all emphasized.

The stress on language provided for the teaching of structural elements which enable a speaker to relate ideas, draw conclusions, make choices, and recognize cause and effect relationships.

1968 **PHILADELPHIA**

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (2)** Medium: **MANUAL**

TITLE: **POCKETFUL OF TALES—SERIES III (REVISED) LANGUAGE ARTS FOR GRADE 2**

DESCRIPTION: These stories comprise a series to stimulate children's imagination, provide some outlet for their emotions, and acquaint them with their literary heritage.

The stories are presented through dramatization, narration, and occasional participation for the listeners' immediate enjoyment. An on-going appreciation of literature and an awareness and understanding of language are the goals.

CLEVER MANKA, CURIOUS GEORGE FLIES A KITE, and LITTLE FREDDY WITH HIS FIDDLE are among the materials utilized.

ST. LOUIS

SUBJECT MATTER: **READING A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **PRACTICES IN DEVELOPMENTAL READING—VOLUME I**

DESCRIPTION: This volume consists of a comprehensive exploration of skills related to reading. Specific skills are described under the generalized heading of vocabulary. Phonetic skills, word structure, and meaning are some of the emphases in the text. Attention is also given to use of the dictionary.

Useful bibliographical materials are included.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **READING A/L TEACHER** Medium: **MANUAL**

TITLE: **PRACTICES IN DEVELOPMENTAL READING, VOLUME II**

DESCRIPTION: This volume was published at the request of secondary school teachers who wished to provide improved service to their students.

While the first volume focuses on the development of vocabulary skills, this manual emphasizes comprehension and study skills. The various practices which have been selected for inclusion are those which have demonstrated viability in the classroom.

Such practical skills as finding and understanding the main idea, locating supporting details, and drawing accurate and logical conclusions are among the elements stressed.

Bibliographies are included.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **FOREIGN LANGUAGES A/L TEACHER (7-9)** Medium: **MANUAL**

TITLE: **PRE-READING HOMEWORK ASSIGNMENTS FOR FOREIGN LANGUAGE CLASSES**

DESCRIPTION: This booklet contains helpful suggestions for the foreign language teacher who is looking for suggestions for meaningful assignments to be given during the pre-reading stages of foreign language instruction. The suggested homework assignments are divided into the following sections: The Values in Knowing a Foreign Language, How to Learn a Foreign Language; Homework Connected with the Basic Text; The People and Their Culture; and Map Work.

1964 **MILWAUKEE**

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (K—PRIMARY)** Medium: **MANUAL**

TITLE: **PRIMARY SCHOOL EXPRESS—SERIES XII—LANGUAGE ARTS FOR KINDERGARTEN AND LOWER PRIMARY**

DESCRIPTION: This series has been developed to provide background and enjoyment in the language arts for the young child.

In daily trips on the imaginary train, the Trainman, Caboose, Cracker Jack, Passenger Lady, and occasionally Science Lady, introduce children to various types of stories, songs, and activities.

Although the material is essentially language-arts oriented, the programs also cover materials in science, social studies, and music.

ST. LOUIS

Available on complimentary basis.

SUBJECT MATTER: **LITERATURE A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **PROPOSED GUIDELINES FOR A LITERATURE PROGRAM IN THE ELEMENTARY SCHOOLS—ELEMENTARY CURRICULUM LEAFLET NUMBER 1, AUGUST 1962**

DESCRIPTION: Purposes of literary instruction are explored; the dual nature of the program is considered, i.e., as part of the total curriculum and as a separate program.

Specific procedures for implementing a program are outlined. Creative writing, art experiences, creative drama, puppetry, and other types of activities are suggested.

Specific material is suggested for the development of a unit.

There is an extensive bibliography; films and records are also listed.

1962 **SAN FRANCISCO**

SUBJECT MATTER: **THEATER A/L PUPIL**

TITLE: **PROJECT CURTAIN CALL—LIVE THEATER**

DESCRIPTION: A series of plays, professionally produced, directed, and acted, are involved in Project Curtain Call. Economically-disadvantaged children in the Buffalo city target area schools, both public and parochial, see three plays during the school year—two within their own school and one at the Studio Arena Theatre—as a result of the project. Teachers receive study guides for pre-program and post-program discussion and activity.

BUFFALO

SUBJECT MATTER: **ENGLISH A/L TEACHER (7-8-9)** Medium: **MANUAL**

TITLE: **REACH**

DESCRIPTION: **REACH is a course designed to help junior high school students improve their reading (REA) and speech (CH) CONTROL. The program provides opportunities for the student to review and/or to become aware of the basic skills in learning to read and to participate in activities created to develop good oral expression. The program may be elective, a complement to the regular English class, or it may substitute for an English class in the junior high school curriculum. It is not the purpose of the course to develop vocabulary, spelling, grammar, or composition; nor is it concerned with literature. In focusing on two communication skills, reading and speech, the course attempts to give emphasis to skills that are basic to success in all other courses. The program is set up for two semesters of eighteen weeks, five periods per week. Nineteen units for speech and five basic materials for reading are suggested for the course. No textbook or specific material is indicated for speech. Speech activities stress good oral expression to meet the test of communication with any person who understands English; it is not an attempt to mold speech into one regional pattern and style. An attempt is made to develop the student's voice to the point of adequate vocal expression and social acceptance.**

1966 **DETROIT**

SUBJECT MATTER: **READING A/L TEACHER (k-12)** Medium: **READING CENTER**

TITLE: **READING CENTER OF THE BUFFALO PUBLIC SCHOOLS**

DESCRIPTION: **The Buffalo Public Schools have designated one building as a reading center, housing three types of programs: in-service training of teachers, improvement of the developmental reading program K-12, provision of diagnostic, remedial, and corrective services to pupils with special reading difficulties. By insuring sound reading instruction at all grade levels, with particular emphasis upon the primary grades, it was felt that the growing tide of remedial problems could be checked. Model demonstration classroom and clinical facilities include visual, auditory, and textural materials for workshops and in-service training sessions.**

BUFFALO

SUBJECT MATTER: **READING A/L TEACHER** Medium: **MANUAL**

TITLE: **READING: DEVELOPMENTAL SKILLS**

DESCRIPTION: **This guide lists various skills which are related to reading readiness. In addition, methods of assessing such skills are listed. Visual perception, language usage, auditory discrimination, and other skills are described. Specific hints for evaluation are included. A selected bibliography concludes the manual.**

1968 **LOS ANGELES**

SUBJECT MATTER: **READING A/L TEACHER (PRIMARY)** Medium: **MANUAL**

TITLE: **READING: DIAGNOSTIC APPROACHES**

DESCRIPTION: **The suggestions listed in this manual may prove helpful to teachers in determining specific needs of 1st, 2nd, and 3rd grade children who are experiencing serious reading difficulties. Two types of "kits" are described. One deals with an explanation of diagnosis and the second section is concerned with describing instruments for assessment. One section of the manual lists difficulties and methods of correction; in addition, the source of suggestions is provided. Specialized methods of utilizing motor, auditory, and visual skills are included. Professional and student bibliographies are also available.**

1968 **LOS ANGELES**

SUBJECT MATTER: **READING/LITERATURE (GIFTED) A/L TEACHER (5-6)** Medium: **MANUAL**

TITLE: **READING FOR THE GIFTED PUPIL—GUIDED EXTENSION OF READING SKILLS THROUGH LITERATURE—PART I (APPRECIATING THE CONTRIBUTIONS OF ONE AUTHOR)**

DESCRIPTION: **This manual is designed to assist teachers in whose classes are one-or-more gifted pupils who are reading above grade level. The books discussed have been chosen, and the manual developed, specifically for use with gifted pupils at grades 5 and 6.**

Guidance dimensions are provided for the study of children's literature. Synopses are included for all books; suggestions for leading discussions of books are also available. Materials are organized into three sections: Meindert De Jong's book, ALONG CAME A DOG is central to the entire study. This book is used by the teacher as the impetus for children to read books in subsequent sections of the study. Books in Section "B" are also written by the same author; they are individually read, discussed and evaluated. However, books in the "C" section are written by a number of authors, including Meindert De Jong. Books in this section were chosen because they provide children with a richer background for their in-depth analysis of A and B books.

1966 **LOS ANGELES**

SUBJECT MATTER: **READING/LITERATURE (GIFTED) A/L TEACHER (5-6)**

TITLE: **READING FOR THE GIFTED: GUIDED EXTENSION OF READING SKILLS THROUGH LITERATURE—PART II (APPRECIATING THE CONTRIBUTIONS OF SCIENCE THROUGH BIOGRAPHY)**

DESCRIPTION: This manual is designed to assist the teacher who has one-or-more gifted pupils reading above grade level. The books listed are recommended for specified use with gifted pupils at grades 5 an 6.
The manual suggests that pupils qualified for this program receive instruction from literary materials other than a basal reader. Word recognition skills receive minimal attention. Pupils are taught to understand various literary genres, motives of fictional characters, etc. This manual is focused on guidance for the study of biography through science literature.
Three levels of materials are listed. References are made by page to various skills such as: relating ideas to a larger frame of reference, recalling information, etc., and grasping inflight ideas.
Attention is also given to vocabulary enrichment.

1966 **LOS ANGELES**

SUBJECT MATTER: **READING A/L TEACHER/ADMINISTRATOR/SUPERVISOR (7-8-9)** Medium: **MANUAL**

TITLE: **READING IN JUNIOR HIGH SCHOOL**

DESCRIPTION: This reading guide is designed to assist junior high school classroom teachers in their efforts to improve the reading skills of their students. The material presented in this guide was organized to be general enough to meet the needs of teachers in various subject areas and yet specific enough to provide actual procedures which may be applied in the classroom.

1965 **CLEVELAND**

SUBJECT MATTER: **READING READINESS A/L TEACHER (ELEMENTARY)** Medium: **BULLETIN**

TITLE: **READING READINESS—ELEMENTARY CURRICULUM LEAFLET #3, JANUARY 1961**

DESCRIPTION: The following areas of readiness are defined: physical, emotional, social, mental, and language. Activities in these categories that promote reading readiness are described.

1961 **SAN FRANCISCO**

SUBJECT MATTER: **READING A/L TEACHER (5-6)** Medium: **MANUAL**

TITLE: **READING: REFERENCE SETS, GRADES V AND VI**

DESCRIPTION: Because school libraries are not available in all elementary schools, special units are planned to teach the skills of reference reading in Grades 5 and 6. Carefully selected reference works are available as a set to teachers. These reference works include specialized dictionaries, almanacs, encyclopedias, a THESAURUS, usage handbook, and a collection of familiar quotations, as well as the READER'S GUIDE TO PERIODICAL LITERATURE. The guide suggests practical and effective ways of using these materials and teaching reference skills in Grades 5 and 6.

1966 **SAN DIEGO**

SUBJECT MATTER: **READING A/L (3-6)** Medium: **MANUAL**

TITLE: **READING: SUBJECT SETS, GRADES 3-6**

DESCRIPTION: At each grade level following basic text instruction in reading science, social studies, and mathematics materials, Subject Sets composed of twenty books in each of these fields are introduced. The guide describes practical and effective ways teachers can introduce these content area books in the reading class. The purpose of this instruction is to strengthen and extend through application the instruction gained from basic text reading.

1966 **SAN DIEGO**

SUBJECT MATTER: **READING—TV A/L TEACHER** Medium: **MANUAL**

TITLE: **REASON AND READ**

DESCRIPTION: REASON AND READ is designed to teach four word recognition skills and to provide readiness for a fifth. The word recognition skills which are taught are: meaning clues, word-form clues, structural analysis, and phonetic analysis. Readiness for the fifth skill, dictionary usage, is offered throughout the series.

The series is suitable for teaching pupils the first year after kindergarten, for reteaching slower pupils the second year after kindergarten, and as remedial teaching in grades three and beyond.

The lessons are considered the responsibility of the homeroom and television teachers. The series consists of a total of seventy lessons. Two lessons are normally presented each school week for the full school year.

There is a carefully-prepared outline of classroom activities to accompany each television lesson.

1967-68 **DETROIT**

SUBJECT MATTER: **READING A/L PUPIL**

TITLE: **REMEDIAL READING PROGRAM IN INNER CITY SCHOOLS**

DESCRIPTION: Pupils recommended by classroom teachers and principals in target area schools are included in a remedial reading program. Its design is that of a tutorial situation, with approximately six children receiving instruction every thirty-forty minutes, six different classes daily, for five days a week. A 5-day orientation session for teachers is conducted by reading specialists to give a background in methods and materials for work with remedial classes. Inservice meetings are held to upgrade the program.

BUFFALO

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/ADMINISTRATOR (10-11-12)** Medium: **MANUAL**

TITLE: **RESOURCE UNITS IN LANGUAGE ARTS. GENERAL COURSE STUDENTS**

DESCRIPTION: This publication is intended primarily for teachers of English having classes for general course students. These pupils have difficulty with the academic program leading to college entrance. A basic part of their high school instruction is work in aspects of English: listening, speaking, reading, writing. The experiences of these students, often mature and motivated, must be enriched and guided in the work with literature, mass media of communication, and all practical approaches for meeting these needs.

Included are materials on teaching literature, spelling, composition, oral expression, and usage. A bibliography of books and articles on problems of teaching pupils with these needs is appended.

1967 **NEW YORK CITY**

SUBJECT MATTER: **SPEECH A/L TEACHER** Medium: **REPORT**

TITLE: **RESOURCE GUIDELINE BASED UPON EXPERIMENTATION WITH THE LANGUAGE MASTER**

DESCRIPTION: A number of ideas are suggested for the use of The Language Master. For example, in one situation a tape identified five animals and their characteristics. Subsequent to the tape, pictures were presented to the child on a Language Master. He was asked to name the animal and then to record his answer on the other channel.

The teachers are encouraged to make creative use of The Language Master in a number of ways, e.g., plural forms, compounds, etc. Various types of pre-recorded stimuli are used. A number of ideas are presented in outline form.

WASHINGTON, D.C.

SUBJECT MATTER: **SPANISH A/L TEACHERS/PARENTS/ADMINISTRATORS (1-6)**

Medium: **MANUAL**

TITLE: **SE HABLA ESPANOL**

DESCRIPTION: This movie demonstrates a unrehearsed lesson illustrating some techniques in teaching Spanish to gifted children in elementary schools. The approach is that used in the FLES program. (Color—20 Minutes).

1967 **NEW YORK CITY**
Available for sale and rental.

SUBJECT MATTER: **DRAMA-THEATRE (CULTURAL ENRICHMENT) A/L STUDENT (10)**

Medium: **COLLECTION**

TITLE: **THE SEA GULL (ANTON CHEKHOV)**

DESCRIPTION: Under grants from the National Endowment for the Arts and the United States Office of Education, this collection of materials dealing with Chekhov's play entitled THE SEA GULL, was collected. The folder contains a number of original materials related to the Educational Laboratory Theater Project including the bibliography listing the works of Chekhov. In addition, a critique, vocabulary definitions, a character relationship chart, a list of audio-visual aids, as well as suggestions for teaching the play in 10th grade English classes are presented. In addition, a paperback copy of the play is included in the packet.
Bulletin board materials and a bibliography of corollary readings are also available.
An evaluation sheet for teachers is part of the packet.
The play was performed by the Inner City Repertory Company.

LOS ANGELES

SUBJECT MATTER: **READING A/L PRE-SCHOOL-ADULT/TEACHERS/ADMINISTRATOR/ SUPERVISOR (K-12)**

Medium: **MANUAL**

TITLE: **SEQUENTIAL LEVELS OF READING SKILLS**

DESCRIPTION: SEQUENTIAL LEVELS OF READING SKILLS: PRE-KINDERGARTEN TO GRADE 12 arranges reading skills in eight levels of sequential development that lead gradually to reading on a mature level. Examples of skills indentified under "Getting and Interpreting Meaning" and "Work-Study Skills" are drawn from the content areas; e.g., social studies and science, as well as from the language arts.

1968 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **SPEECH (ENGLISH & LANGUAGE) A/L TEACHER/ELEMENTARY**

Medium: **BULLETIN**

TITLE: **SHARPENING PUPIL ABILITY TO HEAR AND SOUND THE "ING" ENDING CORRECTLY AND DISTINCTLY**

DESCRIPTION: Specifically, this project is designed to furnish practice in listening and speaking the "ing" ending. Use is made of the Language Master (or tape recorder) so that pupils may hear themselves and evaluate whether or not they can hear the "ing" in their expressions.
Selected sentences are used to motivate the activity.

WASHINGTON, D.C.

SUBJECT MATTER: **READING A/L PUPIL/JUNIOR HIGH** Medium: **CARD GAME**

TITLE: **SHORT VOWEL WHIST**

DESCRIPTION: This is a deck of fifty-two cards that contain simple words representing each of the short vowel sounds. The game was designed as a pleasurable drill device for junior high school non-readers and poor readers.

WASHINGTON, D.C.
Available for sale—($1.00).

SUBJECT MATTER: **DIALECT (SOCIOLINGUISTICS) A/L TEACHER/ADMINISTRATOR**
Medium: **REPORT**

TITLE: **SOCIOLINGUISTICS PROGRAM ANNUAL REPORT 1967**

DESCRIPTION: Information is provided about the development of the Urban Language Study and Materials Development Project; the evolution of this project into the sociolinguistics program is also reviewed. Another branch of the study is called the Psycholinguistic Attitude Study which covers a study being made in two cities: Washington, D.C., and Detroit, Michigan.

The relationship of linguistic indices and social stratification is explored. Linguistic analysis includes Negro use of "be," the morphemic unit-third person singular, concord, possessives pluralization, multiple negation, etc.

Phonological considerations have centered mostly on final simple stops, final consonant clusters, nasal consonants, post-vocalic **r** and **l**, medial and final interdental fricatives, etc.

A number of lessons have already been written for use in the classroom.

1967 **WASHINGTON, D.C.**

SUBJECT MATTER: **LITERATURE (ACADEMICALLY GIFTED) A/L TEACHER/JUNIOR HIGH**
Medium: **MANUAL**

TITLE: **SOURCE MATERIAL FOR GREAT EXPECTATIONS WITH SPECIAL REFERENCE TO ACADEMICALLY TALENTED STUDENTS**

DESCRIPTION: This unit is one of several which has been set up to use a literary work of distinction as the basis for many language arts activities. The unit treats the literary item in depth with some attention to style, structure, and levels of significance. There are plentiful opportunities for oral and written composition.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **LITERATURE (ACADEMICALLY TALENTED) A/L TEACHER**
Medium: **MANUAL**

TITLE: **SOURCE MATERIAL FOR MACBETH WITH SPECIAL REFERENCE TO ACADEMICALLY TALENTED STUDENTS**

DESCRIPTION: This unit is based on a required work of literature, and there are suggestions for oral and written composition. The unit treats the literary item in depth with attention to style, structure, and levels of significance

An extensive section deals with oral and written composition. Setting, characterizations, symbolism, and other literary elements are also included.

A bibliography and suggested questions for an essay test conclude the manual.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **LITERATURE (ACADEMICALLY TALENTED) A/L TEACHER/HIGH**
Medium: **MANUAL**

TITLE: **SOURCE MATERIAL FOR ROMEO AND JULIET WITH SPECIAL REFERENCE TO ACADEMICALLY TALENTED STUDENTS. (FOR EXPERIMENTAL USE.)**

DESCRIPTION: The unit is constructed so that various complementary objectives can be met. Sociological, psychological, aesthetic, and ethical aspects of tragedy are related to present day significances. An awareness of the drama as a literary form and the significance of characterization are emphasized.

Many types of activities, running the gamut of language arts experiences are developed.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **LITERATURE (ACADEMICALLY TALENTED) A/L TEACHER (7)**
Medium: **MANUAL**

TITLE: **SOURCE MATERIAL FOR 7th GRADE ENGLISH**

DESCRIPTION: There is a section which defines the academically-talented youngster; the objectives of the study are related to this definition.

Basically the unit is designed to explore the literary work in depth to emphasize purpose, meaning, artistry, and universality. The cultural-historical conditions of the time are projected against the literary framework and the background of the writer.

THE ARABIAN NIGHTS and THE ADVENTURES OF TOM SAWYER are used as points of reference for many language arts activities. Attention is also given to literary genre. Specific information on grammar and composition is presented; a number of bibliographical entries are included.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **SPANISH A/L STUDENT (5-6)** Medium: **RECORDINGS**

TITLE: **SPANISH**

DESCRIPTION: These recordings are an integral part of the Spanish lessons in the classroom. They are made available for the pupils to take home for further study.

Each record contains the dialogues from the lessons found in the teacher's guide for Spanish. These dialogues are expressions which pupils and teachers actually can and do use every day.

Record Guide Cards containing the English situation of each recorded Spanish dialogue are enclosed with the record.

MILWAUKEE

SUBJECT MATTER: **SPANISH A/L STUDENT (5-6)** Medium: **VISUAL CUE CARDS**

TITLE: **SPANISH**

DESCRIPTION: This is a set of approximately sixty simple drawings which are made available for the classroom teacher to use with his pupils.

Each card has the Spanish phrase in addition to the American translation on the reverse side. These cards help the learner associate the Spanish dialogues directly with the persons, objects, and actions portrayed on the Visual Cue Cards. They are carefully coordinated with the television lessons.

1966 **MILWAUKEE**

SUBJECT MATTER: **SPANISH-RADIO A/L TEACHER (5)** Medium: **MANUAL**

TITLE: **SPANISH IS FUN—SERIES IB—SPANISH FOR GRADE 5—HIGH, PART II**

DESCRIPTION: This section of SPANISH IS FUN, PART II, is based on Part I and continues the aural-oral approach with a beginning section. A question-and-answer song is used.

Although the emphasis is on oral Spanish, the pupils and teachers may wish to see and write Spanish words and sentences. It is left to the discretion of the teacher as to how much visual presentation there will be. This part of the Spanish program has a specific tie-in with the study of geography and history as outlines for grade 5-high (second half of the 5th grade). The manual contains sentences in Spanish about the Latin-American countries studied. Many of the sentences are translations from the geography text, THE AMERICAN CONTINENTS. The pronunciation of the Latin-American names that appear in the geography and history of Mexico, Central and South America, and the West Indies is also part of these radio lessons.

The lesson plans are so constructed and the repetitions are so numerous that toward the end of the term many pupils will find it relatively easy to talk in Spanish on the topics covered.

A special section on pronunciation is included.

ST. LOUIS

Available on complimentary basis.

SUBJECT MATTER: **SPANISH A/L TEACHER/PUPIL (7-12)** Medium: **MANUAL**

TITLE: **SPANISH PATTERN DRILLS**

DESCRIPTION: These pattern drills were designed to provide exercises on the grammatical material in the first ten lessons of FUNDAMENTOS DE ESPANOL, by Salas y Salas.

This text has been replaced by a new adoption, which is accompanied by commercially-prepared pattern drills.

1965 **CLEVELAND**

SUBJECT MATTER: **ENGLISH A/L TEACHER/HIGH SCHOOL** Medium: **MANUAL**

TITLE: **SPEAKING SKILLS IN ENGLISH CLASSES**

DESCRIPTION: This material has been published to provide additional resource material for English teachers in the building of speaking skills. It is used in planning speech development work—with special reference for slow learners. The emphasis is on strengthening ability to engage in speaking experiences that the student will have now and in later life. Activities include impromptu talks, interpretations, job interviews, factual reporting, etc.

SAN FRANCISCO

SUBJECT MATTER: **SPEECH A/L TEACHER (K-6)** Medium: **MANUAL**

TITLE: **SPEECH IMPROVEMENT BOOKLET**

DESCRIPTION: This booklet is a composite of ideas, techniques, and sample lesson plans which have been submitted by speech and hearing correctionists as techniques which have been successful in the various programs. The material is adaptable from K through 6.

WASHINGTON, D.C.

SUBJECT MATTER: **FOREIGN LANGUAGE (SPANISH-TEST) A/L TEACHER** Medium: **WORKSHOP**

TITLE: **STAFF DEVELOPMENT PROGRAM FOR BI-LINGUAL TEACHERS OF ENGLISH AS A SECOND LANGUAGE FOR SPANISH-SPEAKING CHILDREN**

DESCRIPTION: Development of teaching strategies, insights into specialized learning problems, and and familiarization with curriculum materials are among the goals of this program.

1968 **PHILADELPHIA**

SUBJECT MATTER: **STANDARD ORAL ENGLISH A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **STANDARD ORAL ENGLISH: INSTRUCTIONAL GUIDE A FOR SEVENTH GRADE**

DESCRIPTION: When many Negro pupils try to learn standard English, the non-standard items from their dialect interfere with the standard English items being taught. The instructional approach to the language program dealt with in this guide is designed to: (1) teach STANDARD ORAL ENGLISH as an alternative dialect to be used in appropriate situations, and (2) present lessons emphasizing oral activities which are geared to help pupils overcome the most serious interference features.

The material is divided into four parts: The Languages You Speak, Lessons in Standard Oral English, Continuation of Part Two, and a Bibliography. The program consists of basic lessons, follow-up lessons, and related taped drills.

Pronunciation, usage, and situation lessons are all included. Much attention is given to the design of lessons with objectives, materials, and procedures clearly defined.

1967 **LOS ANGELES**

SUBJECT MATTER: **STANDARD ORAL ENGLISH A/L STUDENT (10)**
Medium: **FILMSTRIP/MAP/WORKSHEETS/MANUAL**

TITLE: **STANDARD ORAL ENGLISH KIT**

DESCRIPTION: Five tapes are used to establish a standard oral English pattern for students in 10th grade classes. The filmstrip deals with varieties of language that everyone speaks. The significance of dialect is underscored, and the map which is included deals with dialect areas of the United States.

LOS ANGELES

SUBJECT MATTER: **ENGLISH LANGUAGE A/L TEACHER (7-8)** Medium: **WORKBOOK**

TITLE: **STANDARD SPEECH PATTERNS**

DESCRIPTION: The eighty drills already prepared are designed to give students control of standard speech patterns for use in situations where standard speech is advantageous to the individual. The drills cover both grammatical and phonological problems and are based on an analysis of taped interviews with ninety-six 7th- and 8th-grade students in representative Pittsburgh schools. Some of the drills are keyed to charts, three of which are supplied to teachers. (No tapes).

1967 **PITTSBURGH**
Not available for distribution.

SUBJECT MATTER: **LANGUAGE ARTS (COMPENSATORY EDUCATION) A/L TEACHER/ADMINISTRATOR/COMMUNITY (ELEMENTARY, JUNIOR HIGH)**
Medium: **REPORT**

TITLE: **STATE COMPENSATORY EDUCATION PROGRAM**

DESCRIPTION: The Superintendent's compensatory program and the Ford Foundation Project for disadvantaged youth made it possible to develop several motivational and enriching approaches to learning. It was found that every available way to increase background and extend experiences should be used. Teachers use multimedia techniques for introduction to language experiences. Filmstrips, photographs, records, listening centers, story telling, resource visitors, and field trips were an integral part of the class experience. In developing the project—also called The McAteer Proposal—it was felt that field trips into the community offered unlimited opportunity for the development of language skills. Other benefits include broadened cultural background, height and level of aspiration, improved self-image, etc.

The overall assessment of the program is that it has been extremely successful both in terms of pupil achievement and in response of the community.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **LISTENING A/L TEACHERS/ADMINISTRATORS (4-6)** Medium: **RADIO**

TITLE: **STOP, LOOK AND LISTEN**

DESCRIPTION: STOP, LOOK and LISTEN is designed to provide a series of activities to upgrade students' listening skills. The materials are planned primarily for grades 4, 5 and 6, but teachers will find some of the procedures useful for all levels.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **LITERATURE-RADIO-DISADVANTAGED A/L TEACHER (K)**
Medium: **MANUAL**

TITLE: **THE STORY HAT**

DESCRIPTION: Folklore provides the opportunity to enjoy good literature, and it affords experiences which develop good habits of listening.

Disadvantaged children enter kindergarten with a basic handicap in language skills. Their speech is often limited to gestures or partial sentences, and their listening habits are poor.

THE STORY HAT is a series of selected folk tales adapted for radio and prepared to help meet the needs of these children. The continuity of the series is maintained through the theme song and Mr. Story Man who follows the pattern of the legend of the storyteller in West Africa by pulling stories from his hat.

1967 **CLEVELAND**

SUBJECT MATTER: **ENGLISH A/L STUDENT (10)** Medium: **PAMPHLETS**

TITLE: **STORIES TO ACCOMPANY HAPPENINGS—ANTHOLOGY FOR B-10 ENGLISH**

DESCRIPTION: Several short stories, or novelettes, have been written to complement the basic anthology entitled HAPPENINGS. These stories, carrying out the themes of the basic anthology, deal with stories of high interest to teenagers. The material is developed around problems which emerge in an urban setting. Titles currently available in this series are:

THE FIREPLACE
THE LONG HAUL
TAKE ONE SMALL SEED
NIGHT EMERGENCY
NEUTRAL TERRITORY

1967 **LOS ANGELES**

SUBJECT MATTER: **ENGLISH A/L STUDENT (7)** Medium: **PAMPHLET**

TITLE: **STORIES TO ACCOMPANY VOICES OF YOUTH**

DESCRIPTION: These publications, developed with funds provided by the Federal Government under Title I, of the Elementary and Secondary Education Act of 1965, are designed to accompany the anthology entitled VOICES OF YOUTH. Carrying out the theme of the basic anthology, the supplementary publications, or novelettes are at a high interest level and specifically geared to appeal to students of this age level.
Titles currently available in pamphlet form are those listed below:

RUNAWAY JERK
DANGER ABOVE AND BELOW
TRAMP DOG

1967 **LOS ANGELES**

SUBJECT MATTER: **READING—TV A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **STRENGTHENING READING SKILLS THROUGH TELEVIEWING—ELEMENTARY CURRICULUM LEAFLET NUMBER 2, JANUARY, 1961**

DESCRIPTION: Viewing and listening to a television program in a "Pre-Program" context can be directly related to the daily presentation of news from other sources. Critical thinking, vocabulary, opinions, and notetaking, are some of the skills that can be related to reading. There should be post-program activities to reinforce learnings.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **READING COMMUNITY A/L TEACHER/ADMINISTRATOR** Medium: **REPORT**

TITLE: **STUDY OF ACHIEVEMENT IN READING OF PUPILS TRANSFERRED FROM SCHOOL 15 AND 37 TO PERIPHERAL SCHOOLS TO ELIMINATE OVERCROWDING, TO ABANDON AN OBSOLETE SCHOOL, AND TO ACHIEVE A MORE DESIRABLE RACIAL BALANCE IN CITY SCHOOLS**

DESCRIPTION: This report was given at a Board of Education meeting on March 22nd, 1967. It indicates that Negro children progress more rapidly in reading when they are transferred from defacto segregated inner-city schools to schools outside the core area and are placed in integrated classes. In addition to the significant gains made by transferred pupils, it is interesting to note that subjective teacher responses support the data indicating a desirable growth pattern on the part of transferred pupils.
Paragraph and word meaning scores on the Stanford Achievement Test provided the basis for the conclusions of the report.

1967 **BUFFALO**

SUBJECT MATTER: **READING A/L TEACHER (3-6)** Medium: **MANUAL**

TITLE: **SUBJECT SETS—GRADES 3 THROUGH 6**

DESCRIPTION: SUBJECT SETS in the areas of social studies, science, and mathematics are provided at each grade level, 3 through 6. These sets are used as supplementary reading materials in the San Diego City Schools reading program. In addition to the subject-matter groupings, materials are classified as either average and above or average and below. The manual not only provides a listing of sets by subject-matter areas, but also suggests ways of teaching relevant skills.

1966 **SAN DIEGO**

SUBJECT MATTER: **LANGUAGE ARTS-SOCIAL STUDIES A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **A SUGGESTED GUIDE FOR DEVELOPING THE LANGUAGE ARTS-SOCIAL STUDIES PROGRAM, GRADE 7**

DESCRIPTION: This experimental program in the junior high schools was developed in accordance with the objectives set up by the Department of Instruction. The junior high school 7th- and 8th-grade language arts/social studies curriculum is taught by one teacher in a two and one-half hour block of time.

This arrangement provides for a smooth transition from the elementary to the junior high school. More effective learning is possible in the longer time allotted; a superior guidance program can be effected.
The guide contains an extensive list of special aids for the teachers; moreover, a yearly plan is provided on a unit basis. Sample daily lesson plans are also included.

1967 **MEMPHIS**

SUBJECT MATTER: **COMPOSITION A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **SUGGESTED GUIDELINES FOR DEVELOPING COMPOSITION SKILLS IN RELATION TO THE STUDY OF LITERATURE (ILLUSTRATED BY A UNIT ON THE PEARL)**

DESCRIPTION: In addition to the definition of the slow learner and ways of approaching him, there are detailed materials dealing with organization and procedure in the classroom.
THE PEARL, by John Steinbeck, is explored through a unit which relates suggested activities to specific objectives. Definite links are established between THE PEARL and the teaching/learning of composition.
A bibliography is also included.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **READING (COMPENSATORY) A/L TEACHER (JUNIOR HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **A SUGGESTED READING PROGRAM IN THE CONTENT AREAS FOR JUNIOR HIGH SCHOOL STUDENTS ENROLLED IN THE COMPENSATORY EDUCATION PROGRAM, TEACHER AID NUMBER XX.**

DESCRIPTION: This program provides, in addition to the regular instructional reading, remedial instruction, practice and functional application in needed basic reading skills to further learning activities in all subject areas. Specific skills are listed for English, social studies, mathematics, and science. Included among skills are: reading readiness, word recognition skills, vocabulary skills, comprehension skills, study research skills, etc.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **LITERATURE A/L STUDENT (6)** Medium: **MANUAL**

TITLE: **SUGGESTIONS FOR READING THE NOVEL CALL IT COURAGE**

DESCRIPTION: This guide is designed for student use. It helps the student to read a seemingly easy adventure story in a more careful and insightful manner. Through using this guide as a companion to his reading of the novel Call It Courage, the skills of close reading can be introduced by the teacher. Emphasis is on both enjoyment of the novel and appreciation of its value as a work of literature.

1966 **SAN DIEGO**

SUBJECT MATTER: **READING A/L PUPIL TEACHER/PARENT/SUPERVISOR (JUNIOR AND SENIOR HIGH) ELEMENTARY**

TITLE: **SUPERMARKET BINGO**

DESCRIPTION: This game is designed to teach names of grocery store items to low literacy level adults. Emphasis is on word recognition. Students enjoy themselves while learning.

WASHINGTON, D.C.

SUBJECT MATTER: **LANGUAGE ARTS A/L STUDENT (ELEMENTARY)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **SYNONYMS**

DESCRIPTION: Each illustration is described by a sentence in which more than one word can be used to identify or describe the subject or action. Interesting discussions could be developed around the word most appropriate to the particular illustration, thereby giving students an insight into the shades of meanings. Vocabulary development can be developed by using these pictures as a starting point.

1966 **DETROIT**

SUBJECT MATTER: **DRAMA--THEATER (CULTURAL ENRICHMENT) A/L STUDENT (10)** Medium: **COLLECTION**

TITLE: **TARTUFFE (MOLIERE)**

DESCRIPTION: This packet contains a number of materials, both commercially- and locally-developed, that have been gathered under endowments from the National Endowment for the Arts and the United States Office of Education. This cultural enrichment opportunity, The Educational Laboratory Theater Project, is a program funded under the Elementary and Secondary Education Act of 1965, Titles 3 and 4. Tenth grade students in public and participating non-public schools are involved.

A synopsis of TARTUFFE, teaching suggestions, special vocabulary, notes about the author, audio-visual aids and bibliographies are included in the packet. In addition, material for the bulletin board is available. Plays are performed by the Inner-City Repertory Company. Guidelines for pupil attendance at these plays is provided.

LOS ANGELES

SUBJECT MATTER: **ENGLISH A/L TEACHER (5-12)** Medium: **MANUAL**

TITLE: **TEACHER GUIDELINES FOR THE BROADCAST**

DESCRIPTION: A series of guidelines has been set up to assist teachers to use broadcasts more effectively. The guidelines have been prepared for various types of programs. For example, guidelines exist for Negro poetry and imagination. Pre-and-post broadcast activities are suggested. Special resources are included in some cases.

WASHINGTON, D.C.

SUBJECT MATTER: **ENGLISH A/L TEACHER (10)** Medium: **MANUAL**

TITLE: **TEACHING HAPPENINGS AND FIVE NOVELETTES: AN INSTRUCTIONAL BULLETIN FOR B-10 ENGLISH**

DESCRIPTION: This bulletin has been prepared as a resource for use with average and below average 10th-grade English classes. The goal is the teaching of literary selections developed in programs funded through the Elementary and Secondary Education Act of 1965.

The literary selections were designed for high interest and appropriate reading ease to meet the needs of many urban students. Through these selections, teachers will be able to explore with young people some of the values basic to the survival of man.

The publication presents ways of using HAPPENINGS, a specifically-developed anthology, and five corollary novelettes. It contains suggestions for teaching urban students to discuss ideas effectively. There is also an outline of the organization of lesson plans as well as specific plans for teaching each selection in HAPPENINGS and the novelettes.

1967 **LOS ANGELES**

SUBJECT MATTER: **READING (LINGUISTICS) A/L TEACHER (7)** Medium: **WORKSHOP**

TITLE: **TEACHING OF READING BY THE LINGUISTIC METHOD PHASE OF THE MASSIVE PROGRAM TO UPGRADE ACHIEVEMENT IN BASIC SKILLS FOR EDUCATIONALLY-HANDICAPPED PUPILS**

DESCRIPTION: Developmental reading teachers were provided with skills needed to use the linguistic approach in the teaching of reading to pupils in the seventh grade who were reading below level.

Attention was paid to the relevance of the approach with respect to educationally-handicapped children.

1966 **PHILADELPHIA**

SUBJECT MATTER: **LITERATURE/READING A/L STUDENT (ELEMENTARY)** Medium: **REPORT**

TITLE: **TEACHING READING THROUGH A LITERATURE PROGRAM: AN EXPERIMENTAL READING PROGRAM IN GRADES K-6 AT THE MADISON SCHOOL**

DESCRIPTION: In this program reading skills are taught as children reflect specific needs. An intensive read-to program is complemented by extended availability of literature materials. Use of modern technology, including multisensory and multimedia aspects, is encouraged. Opportunities for creative writing are provided. Listening tapes, selected records, and other emphases in oral reading are stressed.

WASHINGTON, D.C.

SUBJECT MATTER: **READING A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **TEACHING READING TO SUPERIOR STUDENTS—SECONDARY READING LEAFLET # IX, JUNE 1962**

DESCRIPTION: In addition to basic skills, superior students need adequate instruction in the higher processes of reading, i.e., levels of comprehension, interpretation, critical analysis, organization, and generalization. Creative-reading, thinking skills, inference, and logic are significant components to a program for superior students. The guide also emphasizes the relevance of reading rate. Skimming, rapid reading, and other modifications reflect varying purposes and kinds of reading materials.

1962 **SAN FRANCISCO**

SUBJECT MATTER: **ENGLISH A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **TEACHING VOICES OF YOUTH AND THREE NOVELETTES: AN INSTRUCTIONAL BULLETIN FOR B-7 ENGLISH**

DESCRIPTION: This material has been prepared as a resource for use with average and below average B-7 English classes in the teaching of literary selections developed in programs funded through the Elementary and Secondary Education Act of 1965.

The selections were designed for high interest and appropriate reading ease to meet the needs of many urban pupils. Through these selections teachers will be better able to explore with young people some of the values basic to the survival of man.

This publication presents ways of using VOICES OF YOUTH, the basic anthology, and the three corollary novelettes. Suggestions for teaching literature to urban pupils are also provided; moreover emphasis is placed on teaching urban pupils to discuss ideas effectively. An outline of the organization of lesson plans for each selection in the VOICES OF YOUTH and the novelettes is also included.

1967 **LOS ANGELES**

SUBJECT MATTER: **REMEDIAL READING A/L TEACHER/ADMINISTRATOR/SUPERVISOR (10B)** Medium: **MANUAL**

TITLE: **10B BASIC COMMUNICATION REMEDIAL READING**

DESCRIPTION: The 10B Basic Communication Program is designed for the students whose past performance indicates that they will probably not complete their high school education. This course of study emphasizes the development and improvement of basic reading skills. It incorporates a number of materials which will be used for relatively short periods at a time. The materials chosen concern the students' immediate problems and experiences.

1966 **CLEVELAND**

SUBJECT MATTER: **LANGUAGE ARTS-RADIO A/L TEACHER (3)** Medium: **MANUAL**

TITLE: **THINK AND WRITE—SERIES I—LANGUAGE ARTS FOR GRADE 3**

DESCRIPTION: This series has been designed to acquaint beginning writers with some of the basic tools of good written English and to teach them how to handle these tools with skill. Practice with the various conventions which will aid in writing is often included in suggestions for prebroadcast activity. Handling such matters before the programs tends to eliminate barriers that might inhibit children from creative writing.

Suggestions for stimulating children's efforts are included in the broadcasts. Filmstrips about mechanics are involved in the general planning. Specific pre- and post-broadcast suggestions are provided.

ST. LOUIS

SUBJECT MATTER: **FRENCH/SPANISH (DISADVANTAGED) A/L TEACHER 7**
Medium: **WORKSHOP**

TITLE: **TRAINING PROGRAM FOR TEACHERS OF THE AUDIO-LINGUAL CURRICULUM IN FRENCH AND SPANISH FOR SEVENTH GRADE CHILDREN IN POCKET-OF-POVERTY AREAS**

DESCRIPTION: Intensive training was given to French and Spanish teachers in the use of audio-lingual-visual instructional materials and in techniques of teaching foreign languages to children who are culturally disadvantaged.

Since most children from pocket-of-poverty areas do not identify themselves with foreign language study, teachers were trained to explore ways of motivating these pupils. Learning techniques and the development of latent talents were significant goals.

1966 **PHILADELPHIA**

SUBJECT MATTER: **JOURNALISM A/L STUDENT (JUNIOR HIGH)** Medium: **BULLETIN**

TITLE: **TRUE STORIES OF FORMER PATRICK HENRY STUDENTS (NATIONAL CORE TEACHER PROJECT)**

DESCRIPTION: This bulletin provides summaries of the lives of former Patrick Henry Junior High School students. The successes of the alumni are cited.

Letters to students from graduates are included for motivational purposes.

CLEVELAND

SUBJECT MATTER: **COMMUNICATION AND OCCUPATIONS ENGLISH A/L TEACHER (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **A UNIT OF COMMUNICATIONS SKILLS AS THEY RELATE TO OCCUPATIONS FOR USE IN ENGLISH CLASSES**

DESCRIPTION: The materials suggested in this unit are intended to help junior high school English teachers emphasize the importance of communication skills for success in the world of work. Every effort has been made to present the materials in a context related to vocations so that learning activities may have relevance and reality in terms of occupational preparation.

There are several types of activities included, e.g., completion of application blanks, self-assessment appearance chart, etc.

The significance of reading, writing and spelling are all emphasized in the manual.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **READING (METHOD) A/L PUPIL (ELEMENTARY)** Medium: **NEWSPAPER**

TITLE: **USE OF THE DAILY METROPOLITAN NEWSPAPER IN GRADES 1 THROUGH 5 W.L.P. BOARDMAN SCHOOL**

DESCRIPTION: Every morning, one copy of a daily metropolitan newspaper is delivered to each classroom and the library. No presentation of the material in the newspaper is made, although the teacher may call attention to special stories. The newspaper is then placed in the reading corner; pupils may read it during the day, or cut it up for bulletin board and notebook material.

The purpose of the program is to make children aware of the newspaper and to develop a reading habit. The program is apparently successful, for even lower primary pupils look forward to delivery of the newspaper.

BOSTON

SUBJECT MATTER: **ORAL READING A/L TEACHER (ELEMENTARY)** Medium: **BULLETIN**

TITLE: **USE OF THE LANGUAGE MASTER FOR ORAL READING**

DESCRIPTION: The LANGUAGE MASTER serves an important function in helping the child become aware of the dimensions of local language. Children are encouraged to talk about the program cards which are used in the LANGUAGE MASTER. They react to situation pictures on the cards.

A section on evaluation suggests guidelines in introducing children to new expressions and inflections.

WASHINGTON, D. C.

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER (2)** Medium: **MANUAL**

TITLE: **USE OF THE LANGUAGE MASTER IN THE LANGUAGE ARTS**

DESCRIPTION: A number of specific techniques for using the Language Master with children are defined. For example, vocal inflection is taught through poetry. In addition, pupil ability to hear and sound the "ing" endings distinctly is emphasized. The importance of total reading expression is also underscored by means of lessons which dwell on sentence intonation.

Proper response patterns in all categories are stressed.

WASHINGTON, D. C.

SUBJECT MATTER: **READING READINESS A/L TEACHER (ELEMENTARY)** Medium: **BULLETIN**

TITLE: **USING THE LANGUAGE MASTER FOR DEVELOPING READING READINESS**

DESCRIPTION: For evaluation, the teacher can record the same sentences as those recorded by the pupils so that comparisons can be made. Special attention should be given to the necessity of listening to the beginning and ending sounds—as well as to vocal inflection.

WASHINGTON, D. C.

SUBJECT MATTER: **ENGLISH A/L STUDENT** Medium: **TEST**

TITLE: **VOCABULARY DEVELOPMENT TEST**

DESCRIPTION: A comprehensive battery of vocabulary-development tests has been set up within the St. Louis Public Schools. An unusual feature is the tear-off answer portion which is found on each test. The material is structured on the basis of pre-tests and re-tests. A teacher's class record sheet and a pupil's record sheet are both available.

ST. LOUIS

SUBJECT MATTER: **ENGLISH A/L STUDENT (7)** Medium: **TEXTBOOK**

TITLE: **VOICES OF YOUTH**

DESCRIPTION: This anthology was written specifically to meet the needs of urban pupils in B-7 English. Every selection is presented from a young person's point of view or with a young person's interest firmly in mind. Moreover, all the selections were written by teachers or by writers well-acquainted with the interests of young people. All selections have been taught successfully in B-7 English classes and have been evaluated by all those involved.

The stories are grouped into several categories, i.e., New People New Places, Understanding a Larger World, and Animals and Adventure.

1967 **LOS ANGELES**

SUBJECT MATTER: **FRENCH—RADIO A/L TEACHER (2)** Medium: **MANUAL**

TITLE: **VOICI MIMI—BEGINNING FRENCH—GRADE 2**

DESCRIPTION: Voici Mimi is a first step toward making second-grade children familiar with the French language and people. In some cases three consecutive programs deal with one set of vocabulary items with the second program providing for individual responses and activities. The third program has the dimensions of a review lesson. The material has been designed particularly for the classroom teacher who does not know French.

Although the series is geared for children at the second grade level, it has potentialities for other grades as well. French words and phrases are given with their correct French spelling and phonetic pronunciation. No written French is used by the class.

ST. LOUIS
Available on complimentary basis.

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER** Medium: **MANUAL**

TITLE: **WATCH THAT WORD—SERIES II—LANGUAGE ARTS FOR GRADE 6**

DESCRIPTION: This material is designed to assist 6th-grade teachers help youngsters build an effective reading, writing, and speaking vocabulary. The words upon which the programs were based were taken, to a large extent, from textbooks used in Grade 6. The THORNDIKE-BARNHART JUNIOR DICTIONARY was used for definitions. Word lists and follow-up exercises are included in this manual. The original series on which these programs are based was introduced by Station WBOE, Radio Station of the Cleveland Public Schools.

ST. LOUIS
Available on complimentary basis.

SUBJECT MATTER: **LANGUAGE ARTS—RADIO A/L TEACHER (6)** Medium: **MANUAL**

TITLE: **WAYS TO WRITE—SERIES I LANGUAGE ARTS FOR GRADE 6**

DESCRIPTION: WAYS TO WRITE has been written in response to requests by teachers for a program designed to help students write better. Since good writing develops through actual experience, suggestions to stimulate children's efforts are included in the radio broadcasts. It is urged, also, that certain conventions of writing be included in pre-broadcast activity—thereby removing barriers to creative writing that might inhibit children.

1963 **ST. LOUIS**
Available on complimentary basis.

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER/STUDENT (6-8)** Medium: **EXHIBIT**

TITLE: **WORD ANCESTORS**

DESCRIPTION: By using words that can be illustrated with three dimensional materials, this exhibit aims to make students aware of the words adopted into the language from other languages and to stimulate their interest in discovering others. Teachers often use this exhibit to motivate students of different ethnic backgrounds to show what the contribution is of the language spoken by their ethnic group. It is often a source of pride and learning excitement for these students.

1956 **DETROIT**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHER (ELEMENTARY)** Medium: **REPORT**

TITLE: **WRITTEN EXPRESSION INSPIRED BY ART—ELEMENTARY CURRICULUM LEAFLET No. 5, January, 1963**

DESCRIPTION: This report reflects the activities of a given group of children. These youngsters were inspired to write imaginative stories as a result of seeing a Japanese scroll painting hanging on a classroom wall.

As part of the method, the teacher listed vocabulary items on the board while the children talked about the painting. Then, using some of the random-note vocabulary, the class composed a story.

1963 **SAN FRANCISCO**

SUMMARY

The combination of English, language arts, and foreign language may at first prompt some surprise, but actually this arrangement is not too unusual in an administrative setting. Moreover, the emerging interest in English as a second language, bilingualism, and dialect link English and foreign language, more intimately than ever before.

A wide variety of creative materials are being used in the language areas. As might be expected, reading continues to attract the major share of attention. Improved means of evaluation and diagnosis are available. Classroom experiments include a double period in which reading as well as attitudinal problems are attacked. Readability is given attention, and information is available with respect to programming the Dale-Chall formula for a computer. And various subject-matter liaisons have been made in the attempt to find the key to the improvement of reading. For example, reading and art have been linked at the primary level. Basic words defined for art purposes become the initial reading words. Language arts and mathematics have been combined to develop and evaluate practices in reading and math, particularly in a compensatory education context. Block programming and team arrangements may be involved. Multi-sensory materials and special ancillary services are involved.

There are other patterns, too, in the teaching of reading. Comparative evaluations are being made of various materials; linguistics and ITA seem to be receiving much attention. The language-experience approach depends on a heavy investment in language development as a necessary corollary of reading growth. Dictating equipment is used to improve reading and develop skills of appreciation. Aides are also employed to extend the services of the teacher; volunteers, for example, are making significant contributions to many programs. Although certain types of standard instruments are still used for appraisal purposes, subjective ratings by the teacher are given more credence. This development is particularly important, for it means the student probably can be put in touch with material more suited to his needs.

Locally-developed anthologies are available; materials for inclusion were selected to attain certain interest dimensions. Materials designed to improve the self-image of Negro youngsters are in evidence; special bibliographies will also be noted in this report.

Speech, dramatic work, and other facets of oral language are making real headway at all levels. Particular significance is attached to oral language programs at the primary level. Oral composition is stressed, but it does have its written counterpart.

A major trend seems to be in the area of language play. Working with the dictionary, etymology, antonyms, and other aspects of language and words is absorbing an increasing share of instructional time. Creative writing, concerns for the gifted and the slow, demonstration approaches, and emphasis on literature and library utilization are all facets of the innovative trends in language education. A learning laboratory which has been established in cooperation with industry also presents a formidable consideration; in this situation a gaming-simulation approach is used in conjunction with language and mathematics. Various types of equipment are used in this undertaking and use of hardware is also evident in a number of other innovative programs.

Dialect, foreign language, and bilingualism have been attracting much attention. In some instances children are taking their regular courses in Chinese or Spanish while they learn English as a second language. It has been found that there is a fertile field for foreign language instruction for the so-called slow learner. Such students have been providing evidence that they can successfully handle such studies. Various media are used in the foreign language and dialect areas. Standard English is the target of a number of programs; records and tapes are important aids in this connection.

KEY IDEAS

- English as a second language
- Dialect
- Standard English
- Bilingualism
- Multisensory
- Multimedia
- Hardware
- Reading and Art
- Reading and mathematics
- Dale-Chall on the computer
- Reading attitudes
- Aides/Volunteers
- Evaluation
- Language experience
- Dictating equipment
- Teacher appraisal of reading
- Negro materials
- Anthologies—high interest
- Oral language
- Dramatics
- Speech
- Language play
- Creative writing
- Individualization
- Literature/Self-Image
- Foreign language/slow learner

IV
GENERAL PROGRAMS, REPORTS, IN-SERVICE (PROFESSIONAL)

SUBJECT MATTER: **ALL AREAS A/L STUDENT (4-8)**

TITLE: **AFTERNOON AND EVENING REMEDIAL AND ENRICHMENT PROGRAM**

DESCRIPTION: Pupils in grades 4-8 benefit from the remedial and enrichment programs offered in Buffalo Public Schools. Afternoon sessions are devoted to remedial reading and arithmetic, art, music, physical education, swimming and industrial arts. The evening program offers art, music, industrial arts, physical education, home economics, and swimming. Qualified teachers provide the enrichment instruction aimed at underachievers and culturally-deprived children.

BUFFALO

SUBJECT MATTER: **ALL AREAS (MAGNET SCHOOLS) A/L STUDENT** Medium: **CLASS**

TITLE: **AFTER-SCHOOL PROGRAM—TILDEN MIDDLE MAGNET SCHOOL**

DESCRIPTION: Tilden Middle School is one of eight schools in the Magnet Programs. Operating four afternoons per week to public and non-public school youngsters, the program offers activities in typing, journalism, art, creative writing, mathematics enrichment, language enrichment, and other areas.

1966 **PHILADELPHIA**

SUBJECT MATTER: **AFTER-SCHOOL MAGNET PROGRAM A/L STUDENT** Medium: **CLASS**

TITLE: **AFTER-SCHOOL MAGNET PROGRAM—NORTHEAST HIGH SCHOOL**

DESCRIPTION: Northeast High School is one of eight schools in the Magnet Program. This undertaking has two major goals:

1. To develop new teaching approaches and instructional materials for general application
2. To develop and operate programs of such variety and appeal that teachers and pupils can be attracted from an unusual distance

An after-school program has been planned for aero-space magnet students who expressed a desire to enroll in computer mathematics and metallurgy research.

1966 **PHILADELPHIA**

SUBJECT MATTER: **LIBRARY A/L LIBRARIAN (1-8)** Medium: **BOOKLET**

TITLE: **AIDS FOR ELEMENTARY SCHOOL LIBRARIAN**

DESCRIPTION: This booklet contains practical suggestions for establishing and promoting the library program. It is designed especially to assist the inexperienced librarian and the librarian new to the Chicago public schools. The ideas and suggestions presented are basic procedures upon which a good library program can be developed.

1967 **CHICAGO**
Not available for distribution

SUBJECT MATTER: **ALL AREAS A/L TEACHER/ADMINISTRATOR/SUPERVISOR/PARENTS** Medium: **MANUAL**

TITLE: **ALL DAY NEIGHBORHOOD SCHOOLS**

DESCRIPTION: This bulletin includes a detailed account of the All-Day Neighborhood School program with special emphasis on how home, school and community can work together for excellence in education. It describes how the addition of a group of All-Day Neighborhood School teachers to a regular school staff, working from 10:40 to 5:00 p.m., can meet the needs of urban children for an extended school day. Through continuous training in best aspects of social work, recreation, and education such teachers can influence the day school, after school programs, and the community.

1966 **NEW YORK**
Available for sale

SUBJECT MATTER: **TEACHER TRAINING A/L TEACHERS/PARENTS/ADMINISTRATORS (PRE-SCHOOL K-12)** Medium: **FILM**

TITLE: **AND GLADLY TEACH A-V TV SERIES**

DESCRIPTION: **This series helps the new teacher answer many questions with which he is overwhelmed in the first months of teaching. It reviews the "how-to's" that are needed when theory is to be put into practice. It attempts to show more than one way to cope with problems.**

1967 **NEW YORK**

Available for sale and rental

SUBJECT MATTER: **KINDERGARTEN A/L TEACHER AIDE (K)** Medium: **MANUAL**

TITLE: **ASSISTING IN THE KINDERGARTEN—MANUAL FOR THE TEACHER AIDE**

DESCRIPTION: **This material is designed to give the teacher aide understanding of the kindergarten child and outlines her responsibilities within the kindergarten program. The guide lists the various helpful duties an aide can perform by working with the teacher to promote the educational process more effectively.**

The manual includes instructional techniques in the use of art material, literature, music, play and audio-visual aids.

1967 **CLEVELAND**

SUBJECT MATTER: **ALL AREAS A/L TEACHER/ADMINISTRATOR (K-12)** Medium: **MANUAL**

TITLE: **AUDIO-VISUAL CATALOG**

DESCRIPTION: **An innovation made possible by recent technological developments in graphic arts has completely revolutionized the preparation of audio-visual materials catalogs. Previous catalogs published at three-year intervals and limited to motion picture films, filmstrips or study prints, have now become complete listings of all kinds of instructional materials through a process known as The Masterlist System. This system combines the most advanced methods of electronic data processing, coded computer cards, magnetic tapes, and high speed photography to produce easily read catalogs in book form. The ease of maintaining this process also makes possible the publication and distribution to teachers and schools of a completely new and up-to-date catalog each year. This innovation has been marked by complete acceptance by teachers and a significant upswing in the circulation of audio-visual materials throughout this district.**

1965 **SAN DIEGO**

SUBJECT MATTER: **AUDIO-VISUAL A/L PUPIL (ELEMENTARY)** Medium: **PHONOGRAPHS/TAPE RECORDERS**

TITLE: **AUDIO-VISUAL CORNER (W L P BOARDMAN SCHOOL)**

DESCRIPTION: **Children are encouraged to develop a self-learning approach to the use of audio-visual aids; they may work individually or in very small groups—with or without the teacher. The "Corner" is stocked with a variety of audio-visual materials such as: The Wilson movie viewer, the EDL controlled reader and tachistoscope, tape recorders, phonographs, etc.**

This arrangement allows the child to function at his own ability and interest level. Moreover, he is able to pace his own learning.

BOSTON

SUBJECT MATTER: **AUDIO-VISUAL A/L TEACHER/ADMINISTRATOR (7-8)** Medium: **MANUAL**

TITLE: **AUDIO-VISUAL GUIDE FOR GRADES 7-8**

DESCRIPTION: **Instructional materials for this guide consist of all types of audio-visual media including sound films, filmstrips, slides, records, and study prints. In addition, booklets, charts, and textiles are available. The items selected have been chosen to complement the curriculum guides for the 7th and 8th grades. Committees of teachers and consultants have made the selections included in this manual.**

Materials deal with various subject-matter areas including language arts, social studies, science, safety, etc. Organization provides natural integration of materials.

There is a special section which has topics of special interest to parents, e.g., Understanding Children, Understanding Teenagers, Understanding your School, etc.
Periodic supplements are made available so that new materials can always be utilized.

1965 **ST. LOUIS**

SUBJECT MATTER: **GENERAL INFORMATION ESEA A/L TEACHER/ADMINISTRATOR/PARENT/COMMUNITY** Medium: **BULLETIN**

TITLE: **BUFFALO SCHOOLS MEET THE CHALLENGE**

DESCRIPTION: This document contains a description of the various programs initiated under the aegis of the ESEA. The programs described are those which were developed under Titles I, II and III of the act.
Various remedial, teacher assistant, preschool, and cultural enrichment programs have been established.

BUFFALO

SUBJECT MATTER: **ESEA PROGRAMS A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **MANUAL**

TITLE: **BUFFALO SCHOOLS MEET THE CHALLENGE**

DESCRIPTION: This booklet outlines sixteen programs operated by the Buffalo Public Schools under Titles I, II, and III of the Elementary and Secondary Education Act. Each of the programs is described and its objectives are stated. Projects include six remedial programs, three teacher assistance programs, four cultural enrichment programs, a pre-school program, a library and filmstrip program financed under Title II, and a demonstration center financed under Title III. Each program is considered in some detail and a general evaluation is included.

1966 **BUFFALO**
Available on complimentary basis

SUBJECT MATTER: **MODEL SCHOOL A/L COMMUNITY** Medium: **BULLETIN**

TITLE: **THE CARDOZO MODEL SCHOOL DISTRICT: A PEACH TREE GROWS ON T STREET**

DESCRIPTION: This bulletin, published by the Quarterly Report of the Education Development Center, Inc., provides information on one of the Model Schools special projects. In addition to describing the general aspects of the area, the report goes on to review curriculum innovation, in-service training, etc. Although attention is given to modern materials, great efforts are also being made to involve youngsters directly in viable experiences.
Among the number of programs with specific goals are the following: science and math curriculum, reading, teaching, non-graded classrooms, etc.
The report has many illustrations which provide insights into the problem and achievements of the project.

1967 **WASHINGTON, D. C.**

SUBJECT MATTER: **ALL AREAS A/L ADMINISTRATOR/TEACHER (8)** Medium: **MANUAL**

TITLE: **CAREER GUIDANCE SERIES**

DESCRIPTION: This series consists of fifteen teacher resource guides and three pupil workbooks especially designed to combat the problem of the potential dropout in the junior high school. A special effort was made to develop material which concentrates on the functional and manipulative aspects of each subject area in order to present new concepts in concrete and familar life situations. The aim of this approach is to establish a classroom climate which will help the pupils understand and solve the many problems related to their social and economic environment and to create a natural motivation for better personal adjustment and development. Thus, the school helps bridge the gap, so often noted by educators, between what the youngster is taught in school and what he needs to know in order to function in the modern world.

1967 **NEW YORK**
Available for sale

SUBJECT MATTER: **CULTURAL FIELD EXPERIENCES A/L STUDENT (7-9-10)**
Medium: **FIELD TRIP**

TITLE: **CAREER TOURS—TITLE I, ACTIVITY 26**

DESCRIPTION: This is a program of field experiences which utilizes appropriate occupational resources of the city to reinforce the classroom teaching/learning activities. The career tours are planned to help pupils add to their fund of general information about occupations. Guidelines consisting of an introduction, preparatory materials, itinerary, follow-up activities, evaluation, and a bibliography have been developed and made available to all teachers and administrators involved in the program.

1965 **CHICAGO**
Available for distribution

SUBJECT MATTER: **TEACHER TRAINING A/L TEACHER/ADMINISTRATOR/PARENT**
Medium: **FILM**

TITLE: **CLASSROOM ROUTINES**

DESCRIPTION: This movie is especially recommended for elementary teacher training. A number of classroom routines such as putting clothing away, collecting milk money, recording absences, and similar activities are shown. The film is organized into three sequences, each consisting of a "poor way" and a "better way." Discussion stops are provided for in the film.

1967 **NEW YORK**
Available for sale and rental

SUBJECT MATTER: **COMMUNITY ACTION A/L TEACHER/ADMINISTRATOR/PARENT/COMMUNITY**
Medium: **MANUAL**

TITLE: **COLOR US POOR**

DESCRIPTION: This material which was devised by the innovation team of the Model School Division provides background information on the poor people of America. The term ghetto is defined, and poverty is reviewed through the dimensions of income on family and individual bases.

The second part of the bulletin deals specifically with questions and answers related to the Poor People's Campaign. Guidelines for activities, definitions of terms, etc., are also included.

WASHINGTON, D. C.

SUBJECT MATTER: **COMMUNITY RELATIONS A/L TEACHER/COMMUNITY**
Medium: **MANUAL**

TITLE: **COMMUNITY RELATIONS POLICY IN THE BUFFALO PUBLIC SCHOOLS**

DESCRIPTION: Prepared by the Community Relations Committee of the Buffalo Public Schools, a statement of policy has been set forth in booklet form and distributed to all employees. It is felt that the necessity for sensitivity in this critical area and a need for constant awareness of the principles involved in the practice of community relations are of great importance. The fostering of good human relations is described as both an ordinary and special obligation of the school.

BUFFALO

SUBJECT MATTER: **COMPENSATORY EDUCATION A/L TEACHER/ADMINISTRATOR SECONDARY**
Medium: **MANUAL**

TITLE: **COMPENSATORY EDUCATION PROGRAMS**

DESCRIPTION: This document has been developed so that principals and teachers will have some basic understanding of how the compensatory programs should be implemented in Memphis Schools. It is intended as a supplement to courses of study in the subject-matter areas. Two of the three projects described are designed to assist pupils who are underachieving in grades 7 and 8 in the junior high school; the third program has been developed to strengthen pupils in the high school grades who are deficient in reading skills. All programs are fully defined, and materials provided for them are listed. The appendices contain relevant information such as definitions of reading terms, grouping schemes, etc.

1967 **MEMPHIS**

SUBJECT MATTER: **CROSS-CULTURAL STUDIES A/L TEACHER (4)** Medium: **MANUAL**

TITLE: **CONTEMPORARY COMMUNITY LIFE IN NIGERIA AND JAPAN— SUGGESTIONS FOR A CROSS-CULTURAL STUDY IN GRADE 4— ELEMENTARY CURRICULUM LEAFLET No. 1 SEPTEMBER 1965**

DESCRIPTION: This material deals specifically with the 4th grade social studies program, illustrating how a depth study of Japan or Nigeria may contribute to the growth of skills, concepts, and understandings. However, the guide has been structured in such a way so that teachers at all grade levels may derive insights as to how skills and concepts—on a multicultural basis—may be effectively taught.

The selection of a culture for depth study as well as the preparation of children for such activities are reviewed. Comparisons, contrasts, and appreciations are discussed. Extensive bibliographies are included in this guide.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **TEACHER CORPS A/L TEACHER CORPS/TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **CORPS MEMBER'S HANDBOOK**

DESCRIPTION: This handbook was prepared for the information and guidance of all Teacher Corps members. The two other main topics discussed are (1) the proposal and (2) the program. The appendix includes all university expectations, such as, required courses, seminars, optional courses, and readings of interest for the leaders and interns.

1968 **CLEVELAND**

SUBJECT MATTER: **CULTURAL ENRICHMENT PROJECT A/L TEACHER** Medium: **MANUAL**

TITLE: **CULTURAL ENRICHMENT PROJECT**

DESCRIPTION: Guidelines are prepared for all live performances provided by the Cultural Enrichment Project, funded under Title III of the Elementary and Secondary Education Act. The guidelines are sent in advance of the performance to all participating teachers. They contain pointers on audience behavior as well as pertinent details and background information, suggestions for before and after-performance activities, a bibliography of all types of media, and an evaluation questionnaire.

1967 **CHICAGO**

Available on complimentary basis

SUBJECT MATTER: **CULTURAL FIELD EXPERIENCES A/L TEACHER** Medium: **MANUAL**

TITLE: **CULTURAL ENRICHMENT PROJECT**

DESCRIPTION: Guidelines are prepared for all live performances provided by the Cultural Field Experiences, funded under Title I—Activity 26 of the Elementary and Secondary Education Act. The guidelines are sent in advance of the performance to all participating teachers. They contain pointers on audience behavior as well as pertinent details and background information, suggestions for before and after-performance activities, a bibliography of all types of media, and an evaluation questionnaire.

1967 **CHICAGO**

Available on complimentary basis

SUBJECT MATTER: **CULTURAL FIELD TOURS A/L TEACHER (3-8)** Medium: **MANUAL**

TITLE: **CULTURAL FIELD TOURS PROGRAM**

DESCRIPTION: The Cultural Field Tours Program was developed for the disadvantaged child within the inner city to provide for learning experiences important to his intellectual and social development and to enrich his general background.

Guidelines have been written as resource materials for teacher use. They contain information such as pre- and post-learning activities, a fact sheet, and an evaluation instrument.

1966 **CHICAGO**
Available on complimentary basis

SUBJECT MATTER: **CULTURALLY DEPRIVED A/L TEACHER/ADMINISTRATOR/COMMUNITY (JUNIOR HIGH)** Medium: **REPORT**

TITLE: **DESCRIPTION AND EVALUATION OF PILOT PROGRAMS FOR CULTURALLY DEPRIVED ACADEMICALLY TALENTED STUDENTS IN SAN FRANCISCO JUNIOR HIGH SCHOOLS**

DESCRIPTION: Reports from three project schools are included in this document. Counseling, parent involvement, and interaction with the total curriculum were key points in all three programs. Innovative and enriched programs were attempted in various subject-matter areas.
On the whole, the programs seemed to be successful both in terms of pupil achievement and attitude.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **CREATIVITY A/L TEACHER/STUDENT** Medium: **MANUAL**

TITLE: **DR. MARTIN LUTHER KING**

DESCRIPTION: This manual was developed immediately after the assassination of Dr. Martin Luther King to provide teachers with ideas for special activities. Art work, language art activities, and general discussion aspects are all included.

1968 **WASHINGTON, D. C.**

SUBJECT MATTER: **SPECIAL EDUCATION A/L ADMINISTRATOR/TEACHER/PARENT** Medium: **PAMPHLET**

TITLE: **EARLY CHILDHOOD EDUCATION—PHILOSOPHY AND PURPOSE**

DESCRIPTION: This pamphlet is the first part of the new Early Childhood Education Curriculum now being developed to meet the needs of children in their initial learning situations in the school environment. The areas described are self-concept, physical growth, emotional-social growth, creativity, communication skills, and basic concepts. The role of the parent and of the teacher are also discussed in this philosophy. Emphasis is placed on learning as a continuous, individualized program from pre-kindergarten through grade one to help each child develop the skills necessary to achieve success in school.

1968 **BUFFALO**
Available on complimentary basis

SUBJECT MATTER: **EQUALITY/QUALITY EDUCATION A/L TEACHER/ADMINISTRATOR/PARENT/COMMUNITY** Medium: **REPORT**

TITLE: **EDUCATIONAL EQUALITY/QUALITY—REPORT No. 1—PROGRAM ALTERNATIVES**

DESCRIPTION: This report contains several types of data that bear upon the continuing concern of the citizens and the public schools for better education in San Francisco. Equality of educational opportunity means there must be an end to segregation. Resources must also be directed toward greater educational quality. In view of these main goals, the report is focused on relating available data to an identification of multiple-purpose program options or alternatives.
These alternatives are listed together with potential pervasiveness and possible cost. The analyses cover such dimensions as modification of attendance boundaries, busing, pairing, parks or complexes, etc.

SAN FRANCISCO

SUBJECT MATTER: **CLASSROOM MANAGEMENT A/L TEACHER (4-5-6)** Medium: **MANUAL**

TITLE: **EFFECTIVE TECHNIQUES TO BE USED IN DAILY ROUTINE PROCEDURES—GRADES 4-5-6 ELEMENTARY CURRICULUM LEAFLET No. 1, DECEMBER 1964**

DESCRIPTION: It is the purpose of this bulletin to bring together ideas which individuals, teachers, and groups of teachers have found to be time-saving, educationally valuable to the children, and conserving of teacher energy. Use of classroom monitors, attention to safety factors, awareness of space requirements, and similar elements are considered.
There is a list of suggestions provided which pertains to all subject-matter areas. Included are comments related to plans, records, etc.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **FILM AND FILMSTRIP LESSONS A/L TEACHER (1-3)** Medium: **BOOKLET**

TITLE: **EXAMPLES OF FILM AND FILMSTRIP LESSONS**

DESCRIPTION: Contained in this booklet are lessons developed and contributed by the teachers in Project Opportunity. It is provided for the Project Teachers as a guide for the improvement of their instruction using films and filmstrips. Methods and techniques of presentation are outlined as well as suggested follow-up activities designed to reinforce the concepts taught.

1968 **BUFFALO**
Available on complimentary basis

SUBJECT MATTER: **MIDDLE SCHOOL AND DISADVANTAGED A/L TEACHER** Medium: **CLASS**

TITLE: **EXPERIENCED TEACHER FELLOWSHIP PROGRAM**

DESCRIPTION: Fifteen teachers were selected to be trained as specialists in the middle-school concept and the teaching of the educationally disadvantaged. Sixty credit hours of study are involved in·the humanities, social sciences, natural sciences, urban studies, middle school, and the subject area of specialization.

1966 **PHILADELPHIA**

SUBJECT MATTER: **CHILD/PARENT CENTER A/L ADMINISTRATOR/TEACHER** Medium: **MANUAL**

TITLE: **FACT SHEET**

DESCRIPTION: This material describes one of four new child-parent centers. All pertinent information is provided.

1967 **CHICAGO**
Available on complimentary basis

SUBJECT MATTER: **GENERAL ARTS A/L PUPIL (7-8-9)**

TITLE: **FESTIVAL OF THE ARTS—AN EXHIBITION OF CREATIVITY**

DESCRIPTION: The Festival of the Arts was designed for educationally disadvantaged students as a culminating activity in the form of an exhibition of creative work at Woodlawn Junior High School. The two major goals were as follows: (1) Motivation—every student was encouraged to engage in some phase suited to his abilities to afford an opportunity to experience successful achievement (2) Self-image enhancement—this was needed because of the defacto segregation and its effect upon the school population.

BUFFALO

SUBJECT MATTER: **ALL AREAS A/L PUPIL**

TITLE: **FIELD TRIPS FOR INNER CITY CHILDREN**

DESCRIPTION: Field trips to local places of interest area have been undertaken for educationally-deprived children living in the target area in Buffalo; more extensive travel in New York State and Canada for older youth during the summer months was also organized.

Objectives of the field trip program were to: develop experiences to motivate learning, help children become acquainted with community resources, give children opportunities for social experiences leading toward better self control and citizenship practice, and to introduce new concepts that are related to those already developed. An informal evaluation concludes that the field trip afforded the children the opportunity to expand their experiences beyond the boundaries of their neighborhood and to draw upon these experiences in the classroom.

BUFFALO

SUBJECT MATTER: **FIELD TRIPS—COMPENSATORY A/L TEACHER** Medium: **MANUAL**

TITLE: **FIELD TRIPS, TEACHER AID NUMBER 9**

DESCRIPTION: This guide outlines phases of a field trip and the necessary preparation for such undertakings. Before and after evaluation are also detailed. Emphasis is placed upon correlated activities in the various subject-matter areas.

SAN FRANCISCO

SUBJECT MATTER: **ALL AREAS A/L STUDENT (K-6)** Medium: **FILMSTRIP/MANUAL/RECORDING**

TITLE: **FILM TRIPS**

DESCRIPTION: Film Trips are visits via filmstrips to a particular community resource; for example, a museum, a manufacturing plant, or the harbor. They provide information and enrichment opportunities for pupils in the area of science and social studies as they study about the local community. To date 43 film trips have been developed.

1964 **SAN DIEGO**

SUBJECT MATTER: **CHILD/PARENT CENTERS A/L ADMINISTRATOR/TEACHER** Medium: **MANUAL**

TITLE: **FIRST WEEK PROCEDURES FOR ORIENTATION CHILDREN**

DESCRIPTION: Goals, plans and procedures are outlined for orienting new children into the new Child-Parent Education Centers.

1967 **CHICAGO**
Available on a complimentary basis

SUBJECT MATTER: **TEACHER CORPS A/L TEACHER/ADMINISTRATOR** Medium: **REPORT**

TITLE: **FIRST YEAR EXPERIENCES**

DESCRIPTION: The material is a compilation of narrative accounts and comments of Cycle I, Teacher Corps Interns, relating and reflecting upon their first-year experiences in Cleveland, Ohio's "inner-city" schools. It will be of interest to anyone who desires eyewitness reports of conditions and circumstances of the culturally-disadvantaged child as seen by thirteen interns.

1968 **CLEVELAND**

SUBJECT MATTER: **ALL AREAS (DISADVANTAGED) A/L TEACHER** Medium: **WORKSHOP**

TITLE: **FIVE-DAY SUMMER WORKSHOP FOR SUBSTITUTE TEACHERS**

DESCRIPTION: Substitute teachers were provided with special orientation sessions to equip them to serve better the needs of disadvantaged children.

Sociological and psychological aspects, lesson planning, and classroom management were some of the emphases. Attention was also given to the importance of teacher insight with respect to content areas.

1966 **PHILADELPHIA**

SUBJECT MATTER: **GENERAL CURRICULUM A/L TEACHER/ADMINISTRATOR (K-6)**
Medium: **MANUAL**

TITLE: **GENERAL CURRICULUM OUTLINE KINDERGARTEN THROUGH GRADE 6**

DESCRIPTION: The purpose of this book is to systematize and combine under one cover the various teaching guides used by the teacher in the following fields of instruction: arithmetic, art, handwriting, language, music, physical education, reading, science, social studies, and spelling. Grade content is explained fully by grade level.

Teachers use this outline in planning the classroom instructional program; the guide makes it possible to maintain a balanced, sequential program. The manual is helpful also in assisting principals and teachers interpret curriculum to parents.

1961 **SAN FRANCISCO**

SUBJECT MATTER: **THE UNGRADED PRIMARY A/L TEACHER/PARENT** Medium: **PAMPHLET**

TITLE: **GROWING AND LEARNING**

DESCRIPTION: This pictorialized report covers dimensions of the ungraded primary organization as it exists in the St. Louis Schools. The report tells how skills in reading, spelling, language and arithmetic are grouped in steps for the pupil to master one at a time. Each step, or group of skills is called a "level" and each of the basic subjects has nine levels.

A kaleidoscopic presentation is made of the many activities which occur within the ungraded primary organization.

ST. LOUIS
Available on complimentary basis

SUBJECT MATTER: **PRESCHOOL A/L TEACHER** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING CHILD DEVELOPMENT CLASSES: PRE-KINDERGARTEN**

DESCRIPTION: The characteristics of the pre-kindergarten child are examined. Suggestions are included to aid the teacher in planning a curriculum which will prepare children for future study in a public school system serving many types of people. The program involves parents through conferences, observation, and participation.

This program is designed to meet the general developmental needs of the *nearly-four* to *nearly-five-year* old children. More specifically, the program in San Diego is geared toward children who have special needs because of differences in background experiences and cultural environment.

Communication and social skills are special targets. Information for implementing the program is detailed; this information includes hints about contacting parents, general planning, school routines, etc. Moreover, there are specific suggestions for learning activities in the subject-matter areas. Special materials on guidance and record keeping are included in the index.

1965 **SAN DIEGO**

SUBJECT MATTER: **LIBRARY A/L TEACHER (1-8)** Medium: **MANUAL**

TITLE: **GUIDE TO WORKING WITH CHILDREN IN THE ELEMENTARY SCHOOL LIBRARIES OF PITTSBURGH**

DESCRIPTION: General objectives are listed. The guide also contains specific suggestions with respect to encouraging children to read and enjoy books. Methods of introducing books are described. Techniques of reading picture books are reviewed; provision is made for having children's recommendations given. A special section is included on poetry.

Much attention is focused on the use of books and libraries. Parts of a book, the encyclopedia, card catalog, and several types of reference books are discussed.

The appendix contains bibliographies of pupil and teacher references.

1967 **PITTSBURGH**

SUBJECT MATTER: **PRE-KINDERGARTEN DENTAL HYGIENE A/L TEACHER/DENTAL HYGIENISTS (PRE-SCHOOL)** Medium: **PAMPHLET**

TITLE: **GUIDELINES FOR DENTAL HYGIENISTS**

DESCRIPTION: This booklet was designed for the use of Dental Hygienists in the program. It explains their role and how they should function in the program.

CLEVELAND

SUBJECT MATTER: **LIBRARY A/L LIBRARIAN/TEACHER (1-8)** Medium: **BOOKLET**

TITLE: **GUIDELINES FOR EXTENDED DAY AND AFTER-SCHOOL LIBRARIES IN THE ELEMENTARY SCHOOLS**

DESCRIPTION: This manual is intended as an aid to the elementary school teacher-librarian in organizing and developing an effective after-school library program.

The guide is designed to assist the teacher-librarian in planning worth-while projects and activities and in extending significantly the library experiences of pupils, especially those of variant cultural backgrounds. Moreover, there are suggestions for utilizing library resources to provide enrichment experiences appropriate to the needs and interests of individual pupils and in discovering new and varied approaches to the use of library resources.

1967 **CHICAGO**

Available for sale $1.50

SUBJECT MATTER: **TESTING TECHNIQUES A/L TEACHER (1-6)** Medium: **MANUAL**

TITLE: **GUIDELINES FOR THE IMPROVEMENT OF TESTING TECHNIQUES**

DESCRIPTION: A guide for primary and intermediate teachers to help them prepare children to take standardized tests. Teachers are encouraged to emphasize all the various techniques used in formal testing situations as an on-going activity throughout the year. Samples have been included of all the various kinds of teacher-made classroom tests that are used so that they, too, vary their testing formats, use specific testing vocabulary, provide occasionally for the timed test, use a separate answer sheet from time to time, and to allow practice in filling out a grid. Provision for listening activities to strengthen this skill has been included so that students can better follow directions.

1968 **PITTSBURGH**

SUBJECT MATTER: **PRE-KINDERGARTEN AND KINDERGARTEN A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **HANDBOOK FOR SUPPORTIVE STAFF—PRE-KINDERGARTEN AND KINDERGARTEN**

DESCRIPTION: Prepared in the late spring of 1967 to provide guidance insights in prekindergarten and kindergarten classes, this manual details specific elements for the implementation of the program. Many practical suggestions are contained in the handbook including the philosophy of the district concerning each of the two levels. Sections include information on the characteristics of children, planning with staff, qualifications for teacher aids, and ways of working with the children.

At both the pre-kindergarten and kindergarten levels, there is attention given to activities related to the various subject-matter areas. The appendix includes evaluation forms, health and safety information, and a general bibliography.

1967 **SAN DIEGO**

SUBJECT MATTER: **LIBRARY VOLUNTEERS A/L PARENT/TEACHER** Medium: **MANUAL**

TITLE: **HANDBOOK FOR VOLUNTEER SERVICE IN THE ELEMENTARY SCHOOL LIBRARY (ADULT)**

DESCRIPTION: This material was designed to orient parents and civic-minded volunteers to the responsibilities and duties of a volunteer aide as well as providing description of services of a school library. It is used in training sessions for volunteers. It includes suggested readings for those interested in acquiring additional background in children's books and library services.

1966 **CLEVELAND**

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/PARENT/COMMUNITY** Medium: **PAMPHLET**

TITLE: **HARD TIMES AND GREAT EXPECTATIONS**

DESCRIPTION: This document expresses clearly the problems of the St. Louis schools. An initial consideration is the fiscal one. Rising costs of both public and parochial education are placing an increasing burden on local taxpayers with few alternative sources of revenue in sight.

There is explication of the sources of income from certain federal acts as well as a

description of the kinds of needs that are not currently being met. Concern is also expressed about segregation and the trend toward suburban-white and city-black polarization.
The report is actually a call to the community for understanding and assistance.

1967 **ST. LOUIS**
Available on complimentary basis

SUBJECT MATTER: **ORIENTATION TO JUNIOR HIGH SCHOOL A/L TEACHER (7)**
Medium: **MANUAL**
TITLE: **A "HEADSTART" TO JUNIOR HIGH SCHOOL**
DESCRIPTION: Many pupils, particularly those who are educationally disadvantaged, encounter adjustment difficulties when entering junior high school for the first time. To enable students to make this transition successfully, the Cleveland Public Schools developed a junior high school orientation summer program—a "Headstart" toward a new academic venture. Units were designed to reinforce basic skills in English, mathematics, science, and social studies as well as to orient pupils to a new environment with its unique procedures and policies. In addition to reinforcement and orientation, enrichment units were included: History of the American Negro, Study Skills, Library Skills, and Classroom Skills.
1966 **CLEVELAND**

SUBJECT MATTER: **PRE-KINDERGARTEN—DENTAL HYGIENE A/L PARENT**
Medium: **PAMPHLET**
TITLE: **HEALTHY TEETH—HAPPY CHILD**
DESCRIPTION: A booklet for parents on dental health education has been prepared to underscore the importance of caring for the teeth. Proper attitudes are developed in children.
1967 **CLEVELAND**

SUBJECT MATTER: **INTERDISCIPLINARY A/L STUDENT (9)** Medium: **SLIDE/FILM**
TITLE: **THE HERO**
DESCRIPTION: This material was created by ninth-grade students. The concept of THE HERO was developed with an interdisciplinary context making use of a slide/ tape presentation. Ancient history, English, and art are all involved.
BOSTON

SUBJECT MATTER: **ALL AREAS A/L TEACHER/PARENT/ADMINISTRATOR (PRE-SCHOOL—12)**
Medium: **PERIODICAL**
TITLE: **HIGH POINTS**
DESCRIPTION: This periodical is a communication medium for all members of the professional staff and related groups. It includes contributions reflecting personal opinion and experience from all school levels—elementary, intermediate, junior high, senior high, special, and adult.
1967 **NEW YORK**
Available for sale

SUBJECT MATTER: **UNWED MOTHERS A/L STUDENT (SECONDARY)**
TITLE: **HIGH SCHOOL PROGRAM FOR UNWED MOTHERS**
DESCRIPTION: Girls who are excluded from regular secondary schools because of pregnancy can attend classes in St. Augustine Center. Course offerings include English, social studies, mathematics, science, commercial subjects, and homemaking. The groups are small

and classes are scheduled from 8:45 to 2:45. If a girl is still in attendance at the end of the year, she can take the final city or Regents examination and receive credit for the subject.

BUFFALO

SUBJECT MATTER: **IN-SERVICE HOME ECONOMICS A/L STUDENT (7-8)**

TITLE: **HOME ECONOMICS CURRICULUM REVISION**

DESCRIPTION: A home economics curriculum workshop was held in the summer for the purpose of adapting and revising the new state syllabus to meet the special needs of pupils in the Buffalo schools. In the workshop, the teachers developed tentative course outlines for grades 7 and 8 and Home Economics I and II for distribution and test use by all home economics teachers in Buffalo. These work copies will be evaluated and redeveloped into more realistic, meaningful course outlines, rich in direct experiences, to meet specific needs of urban pupils.

BUFFALO

SUBJECT MATTER: **BULLETIN BOARD TECHNIQUES A/L TEACHER** Medium: **WORKSHOP**

TITLE: **HOW TO DO A BULLETIN BOARD**

DESCRIPTION: Making more effective use of bulletin board exhibits underlies this workshop in which teachers learn by doing and watching demonstrations of various art techniques. Work sheets designed to show effective arrangement of various materials, how to create figures from simple geometric shapes, and the use of color are provided. Museum staff artists demonstrate lettering techniques, design ideas, and interesting ways to use the student's work. Primary objectives are to get teachers to create more effective bulletin boards and learn techniques which they can use with their students. Offered each semester to teachers on a voluntary basis.

1964 **DETROIT**
Available on complimentary basis

SUBJECT MATTER: **COMMUNICATION A/L TEACHER** Medium: **MANUAL**

TITLE: **IMPROVEMENT OF INSTRUCTION IN WRITTEN COMMUNICATION SKILLS IN-SERVICE STAFF DEVELOPMENT PROGRAM**

DESCRIPTION: This is a ten-week unit designed to make students aware of their potential to communicate and to help them realize this potential. Special emphasis is given to improving the creative experiences of students. Students begin the course with a simple physical experiment dealing with the senses. Walking, tasting, smelling, and hearing while blindfolded are involved. From their initial experiences with the senses, the students go on to consider how the senses may be exploited to create effective communication. They observe form and techniques while they hear or read mystery stories. As students become familiar with the ways of communicating, they progress to more significant content. They begin to examine people and their actions. Various media are used to make students aware of perception, pantomime, imagination, etc. Specific motivational materials are listed.

1967 **PITTSBURGH**

SUBJECT MATTER: **ALL AREAS (MICRO-TEACHING) A/L TEACHER** Medium: **WORKSHOP VIDEOTAPE**

TITLE: **IMPROVEMENT OF INSTRUCTION THROUGH MICRO-TEACHING**

DESCRIPTION: Segments of lessons were taught by individual teachers; these segments, observed by a supervisor, were videotaped. Later, the tape was analyzed by the teacher and the supervisor. Specific teaching techniques were emphasized. Subsequently, the lesson was retaught.

This analytical approach to teaching assists teachers in adjusting their approaches to meet the needs of youngsters.

1968 **PHILADELPHIA**

SUBJECT MATTER: **INDIVIDUALIZATION OF INSTRUCTION A/L TEACHER**
Medium: **TV MASTER TAPE AND/OR TV KINESCOPE**

TITLE: **INDIVIDUALIZATION OF INSTRUCTION**

DESCRIPTION: Dr. Glen Heathers, New York University, presently working with the Learning Research and Development Center of the University of Pittsburgh discusses the topic with a panel of three Pittsburgh Teachers representing primary, middle grades, and high school. The purpose of the film is to define individualization, give examples via film clips of Pittsburgh programs, and discuss practical problems in implementing such programs.

1968 **PITTSBURGH**

SUBJECT MATTER: **AUDIO-VISUAL SERVICES AND FACILITIES A/L TEACHER/ADMINISTRATOR**
Medium: **MANUAL**

TITLE: **INFORMATION GUIDE—SERVICES AND FACILITIES**

DESCRIPTION: This document contains a statement with respect to philosophy. Moreover, specific procedures in selecting materials are designated. The manual describes a continuing program of re-evaluation so that obsolete, superseded, or worn-out materials may be replaced. Utilization of the professional library, the audio-visual materials card catalog, and methods of requesting various audio-visual items are included.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **CHILD/PARENT CENTER A/L TEACHER**
Medium: **CHARTS**

TITLE: **INITIAL CURRICULUM ACTIVITIES**

DESCRIPTION: One of the four child-parent education centers operating in the public schools of Chicago, Cluster #1, defines activities which are undertaken during the first four weeks of operation.

1967 **CHICAGO**
Available for sale

SUBJECT MATTER: **INNOVATION A/L TEACHER/ADMINISTRATOR/COMMUNITY**
Medium: **PAMPHLET**

TITLE: **INNOVATIVE PROGRAMS IN WESTERN NEW YORK SCHOOLS**

DESCRIPTION: Although this booklet was not developed under the Great Cities aegis, there are many innovative materials listed which could prove of interest to those representing Great Cities school systems.

The pamphlet presents capsule descriptions of the school programs reported in the survey. The intent is to facilitate communication among western New York teachers and administrators concerning programs of interest.

Three quarters of the cost of the innovations report was paid with federal funds. Project "INNOVATION" itself was funded under Title III of the Elementary and Secondary Education Act.

NEW YORK CITY

SUBJECT MATTER: **IN-SERVICE EDUCATION A/L TEACHER**

TITLE: **THE IN-SERVICE EDUCATION FOR TEACHERS OF THE EDUCATIONALLY DEPRIVED**

DESCRIPTION: A program sponsored by the Buffalo Public Schools provided for special in-service teacher education courses. Conducted by school, college and community personnel, the courses were designed to acquaint teachers with the characteristics and needs of educationally-disadvantaged children and instructional methodology effective with these children. A special test and supplemental books dealing with the educationally disadvantaged were used as reference material by the teacher.

BUFFALO

SUBJECT MATTER: **CREATIVITY A/L TEACHER (3-8)**
Medium: **KIT FOR USE BY PRINCIPALS IN LEADING SMALL GROUP DISCUSSIONS**

TITLE: **IN-SERVICE TRAINING PROGRAM FOR THE PROMOTION OF CREATIVE PROBLEM SOLVING**

DESCRIPTION: This kit was developed with the purpose of exposing teachers to a series of activities and experiences which lead to self-realized discovery of the following:

1. The traits within teachers and those teaching techniques which foster or discourage creativity in the children
2. The ability in teaching strategy which makes use of creative problem solving as the avenue for instruction
3. The ability to develop teaching units that will draw on the creative ability of all children.

1966 **CHICAGO**

Not available for sale or distribution

SUBJECT MATTER: **CURRICULUM MATERIALS CENTER A/L TEACHER/ADMINISTRATOR**
Medium: **FLYER**

TITLE: **THE INSTRUCTIONAL AIDS CENTER**

DESCRIPTION: The school system of the City of San Diego has established a Materials Center which teachers may freely visit to borrow various types of instructional materials. These materials are readily available for examination and check-out. Supermarket type baskets are available so that teachers literally go up and down aisles selecting the kinds of materials they require from the shelves. These items are checked out for specified periods of time.

Utilization of this procedure enables the San Diego City Schools to make maximum use of all items.

YEARLY **SAN DIEGO**

Available on complimentary basis

SUBJECT MATTER: **AUDIO-VISUAL A/L TEACHERS/ADMINISTRATORS (PRE-SCHOOL 12)**
Medium: **MANUAL**

TITLE: **INSTRUCTIONAL FILMS AND TAPES**

DESCRIPTION: This catalog lists films, kinescopes and tapes in the Central Loan Collection of the Bureau of Audio-Visual Instruction (BAVI). The BAVI Loan Collection is the central source of supply for educational films, kinescopes and tapes. Titles of individual films, kinescopes, and tape series are indexed by curriculum areas or special topics.

1967 **NEW YORK CITY**
Available for sale

SUBJECT MATTER: **GENERAL INFORMATION—JUNIOR HIGH SCHOOOL A/L ADMINISTRATIVE/COMMUNITY/PARENT**
Medium: **REPORT**

TITLE: **JUNIOR HIGH SCHOOL SURVEY**

DESCRIPTION: This report was prepared following a one-year study evaluating the structure of junior high schools in the Memphis system. Included in the report are suggested changes related to the total program for future implementation in grades 7 and 8.

During the school year '67-'68, seven pilot junior high schools used this report as a guide for new program projections. A continuing study of these schools will determine future changes and recommendations for junior high schools.

The report includes a discussion of philosophy and purposes of the junior high school, and gives special attention to the transition from elementary to junior high school. Failures, characteristics of junior high school students, and the program of instruction are some of the other relevant matters explored.

1967 **MEMPHIS**

SUBJECT MATTER: **KINDERGARTEN A/L TEACHER** Medium: **BULLETIN**

TITLE: **THE KINDERGARTEN PROGRAM**

DESCRIPTION: This bulletin is the first of a series which treats some aspects of the kindergarten program. Classroom organization, including traffic patterns, name tags, seating arrangements, and work folders are considered. The use of instructional aids is also given attention. An extensive section of the bulletin is devoted to describing the language experience approach to reading. Geography, mathematics, and other skills are also explored.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **PRE-KINDERGARTEN (SPEECH) TV A/L TEACHER PRE-SCHOOL** Medium: **MANUAL**

TITLE: **LET'S TALK**

DESCRIPTION: Pre-Kindergarten Speech Improvement Television Series. Each of the sixteen lessons in this series highlights a basic communication skill. Objectives, suggestions, vocabulary words, materials and poems are included for each lesson.

1967

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/PARENT/COMMUNITY (HIGH SCHOOL)** Medium: **FLYER**

TITLE: **LINCOLN HIGH SCHOOL**

DESCRIPTION: Established in 1966 with a grant from ESEA Act, Title I, the Lincoln High School is an all-out effort to attack the problems of students. The key work for the academic program is "flexibility." Classes are ungraded and small. Individual differences are accommodated. A major goal of the program is that each student must experience success in his studies.

The length of time required to complete each level of study varies for each student. All students must master minimum standards before they move to the next level. They are required to take language, social studies, mathematics, typing, and fine arts or practical arts.

An important part of the program is the work-study unit. Jobs are secured and credit is given for work experience. All courses carry approved high school credits, and students return to the regular high schools when they are ready.

Lincoln High School students generally come from the center of the city. They range in age from 14 to 20 years—grades 9 through 12.

1966 **ST. LOUIS**

Not available for distribution

SUBJECT MATTER: **PRE-KINDERGARTEN—RESEARCH AND EVALUATION A/L ADMINISTRATOR (PRE-SCHOOL)** Medium: **REPORT CARD**

TITLE: **LONGITUDINAL STUDY OF THE CHILD DEVELOPMENT PROGRAM**

DESCRIPTION: The purpose is to evaluate the effect of a structured pre-school academic program upon the cognitive growth of culturally-deprived children. The initial investigation explored patterns of psycho-linguistic, perceptual, and general intellectual functioning of culturally deprived children as they relate to pre-school experiences.

This pool of data will be used to follow development of these children through the lower elementary grades.

1966 Instruments: ITPA, Stanford Binet, Frostig

SUBJECT MATTER: **TEACHING-LEARNING DEVICE A/L PUPIL** Medium: **MACHINE**

TITLE: **MAGIK STIM U LATOR**

DESCRIPTION: This electric board can be programmed for any content. The child must match items, and when contact is made with proper match—the light goes on. There are twenty-seven questions on one end of a 2′ x 3′ peg board with twenty-seven answers on the other end.

The child places a small magnetic button on a question and another child or the same child, using a pointer with a magnetic tip, contacts the answers and a light at the top is illuminated. This action not only gets the child's attention but gives instant reward.

BOSTON

SUBJECT MATTER: **TEACHING AIDS A/L TEACHER** Medium: **FILMSTRIP/TAPE**

TITLE: **MAKING YOUR OWN TRANSPARENCIES**

DESCRIPTION: The filmstrip and accompanying tape presentation explore the types of projectuals and techniques which the teacher may use: simple plate methods, thermal and photocopying processes, diazo, and lift. "How to do it" and "How to use it" are the two major areas of presentation.

1968 **BALTIMORE**
Not available for distribution

SUBJECT MATTER: **LIBRARY ADMINISTRATION AND PRACTICE A/L LIBRARIAN (SENIOR HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **A MANUAL OF PRACTICE FOR HIGH SCHOOL LIBRARIES**

DESCRIPTION: This guide is designed to give help to the librarian and the school administrator in organizing and administering an effective and dynamic program of high school library services for students and teachers.

The manual stresses the importance of systematic and efficient procedures in the operation of the library and the role of organization in developing a functional, flexible, and creative program of library services. It emphasizes the need for cooperation of and with teachers for integrated instruction in library skills, and for cooperative selection of materials.

1965 **CHICAGO**

SUBJECT MATTER: **LIBRARY A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **MANUAL OF ROUTINES FOR ELEMENTARY SCHOOL LIBRARIES IN THE PITTSBURGH PUBLIC SCHOOLS**

DESCRIPTION: Policies of the library are outlined. Basically, the manual deals with procedural aspects of library functioning. For example, there is a complete description of how books may be borrowed from the Carnegie Library of Pittsburgh. In addition, information is detailed with respect to the preparation of new books.

Circulation procedures, magazines, supplies, Pennsylvania State Laws, and inventory are some of the topics included in the manual.

1967 **PITTSBURGH**

SUBJECT MATTER: **MODEL SCHOOL DIVISION A/L COMMUNITY** Medium: **REPORT**

TITLE: **MODEL SCHOOL DIVISION: A REPORT TO THE COMMUNITY**

DESCRIPTION: The report describes the various projects which are part of the MODEL SCHOOL DIVISION. New materials and methods are discussed. Community school interaction and unusual approaches to the use of teacher aids are reviewed. These dimensions are marshalled to raise the educational level of children, improve teachers and teaching, provide more services, and improve education for parents and adults.

The MODEL SCHOOL DIVISION is a microcosm of a larger system: its boundaries contain five pre-schools, fourteen elementary schools, four junior highs, Cardozo Senior High School, and the City-wide Vocational School.

Various programs and innovations are included in this report. For example, the Innovation Team is described. This group consists of fifteen teachers who visit other teachers. Assistance is provided and problems are discussed. This team also plans workshops and obtains consultants.

At the secondary level African studies have been introduced. The study of African culture is related to English, art, home economics, physical education, music, and social studies.

1968 **WASHINGTON D.C.**

SUBJECT MATTER: **SCHEDULING A/L ADMINISTRATOR** Medium: **REPORT**

TITLE: **MODULAR SCHEDULING AT TREZEVANT HIGH SCHOOL**

DESCRIPTION: The purpose of this report is to present some background information on modular scheduling and to demonstrate how applications are being implemented in Memphis, Tennessee. The material reveals how modular scheduling was first introduced at Trezevant in 1965-1966. The initial development of the program provided for dividing the school week into 100 period cycles.

Other information included in the report is derived from student and teacher questionnaires.

The appendix contains samples of a report card, class schedules, etc.

MEMPHIS

SUBJECT MATTER: **ALL AREAS A/L STUDENT (1-12)** Medium: **BULLETIN**

TITLE: **MOTIVATION ASSEMBLY PROGRAM**
THEME: PRIDE AND PUPIL PARTICIPATION

DESCRIPTION: The purpose of this assembly program is to encourage the children to achieve to their maximum potentials and to give them an opportunity to see and hear a former student who is successful in his present position.

A question and discussion period follows the address made by the speaker. On some occasions the guest will visit classrooms and talk with small groups of children. A summary report is made of the workshop, program, discussion etc., and submitted to the entire student body.

1966 **CLEVELAND**

SUBJECT MATTER: **NONGRADED ELEMENTARY SCHOOLS A/L ADMINISTRATORS/TEACHERS ELEMENTARY** Medium: **MANUAL**

TITLE: **THE NONGRADED ELEMENTARY SCHOOL**

DESCRIPTION: This material has been developed as a guidebook for those schools wishing to organize on a team-teaching, nongraded pattern. The comprehensive manual includes philosophy, schedules for three types of schools, definitions for levels of instruction, explanations of record keeping, progress reports, and suggestions for parent conferences.

1968 **PITTSBURGH**
Not available for distribution

SUBJECT MATTER: **ALL AREAS (ENRICHMENT) A/L STUDENT/PARENT (ELEMENTARY, SECONDARY)** Medium: **SERVICE CENTER**

TITLE: **OPERATION OUTREACH PROJECT**

DESCRIPTION: A coordinated system of additional services to pocket-of-poverty children was established to provide remediation, tutoring, counseling, and cultural enrichment; in addition, the program attempted to stimulate family interest in education.

Counseling and guidance were important emphases. Psychological services also played a significant role, particularly with respect to retardation in reading.

1966 **PHILADELPHIA**

SUBJECT MATTER: **LIBRARY A/L LIBRARIAN/TEACHER (K-8)** Medium: **CHART**

TITLE: **OVERVIEW OF DEVELOPMENTAL CONCEPTS FOR INSTRUCTION IN THE USE OF THE LIBRARY AND ITS RESOURCES**

DESCRIPTION: Listed on this chart are library concepts which have been carefully analyzed and organized within broad categories into a developmental sequence designed to introduce basic learnings.

The concepts to be developed in K-8 are presented in chart form so that the scope and the sequence of instruction in the use of books and libraries may be readily seen.

These concepts provide a guide from which the faculty may plan units and projects that will result in the development of library and study skills.

1965 **CHICAGO**
Available for sale $1.50

SUBJECT MATTER: **EARLY CHILDHOOD EDUCATION A/L TEACHER/PARENT**
Medium: **PAMPHLET**

TITLE: **PARENT NEWS**

DESCRIPTION: Project Early Push, a Title I, ESEA, pre-kindergarten program sponsors *Parent News* a monthly publication that is four pages in length.

It serves as another channel of communication between the home and the school. All issues contain information, written by parents and the staff, to foster the growth and development of young children and to make known various aspects of the program.

Two subjects have been used for the cover. One is a photograph of a child engaged in some instructional activity. The other subject is a drawing of supplies or equipment used in the program. An explanation, in a short article entitled, "Our Cover," of how the activity, supply or equipment helps young children is given.

1967 **BUFFALO, NEW YORK**
Not available for distribution

SUBJECT MATTER: **CHILD/PARENT CENTER A/L TEACHER** Medium: **MANUAL**

TITLE: **PARENT PROGRAM DESCRIPTION**

DESCRIPTION: The program for parents is outlined in a four-page paper designed by the staff of the Child-Parent Education Center, 4346 W. Fifth Avenue, Chicago. A day-by-day breakdown of activities is listed.

1967 **CHICAGO**
Available on complimentary basis

SUBJECT MATTER: **PRACTICAL NURSING A/L TEACHER** Medium: **GUIDE**

TITLE: **PRACTICAL NURSING**

DESCRIPTION: This guide gives philosophy, overall objectives, and specific objectives for each of the basic, mental health, geriatric, medical-surgical, obstetric and pediatric nursing areas. A breakdown of required learnings for students is given for each area.

1965 **CHICAGO**
Not available for distribution

SUBJECT MATTER: **ALL AREAS A/L TEACHER/ADMINISTRATOR/STUDENT/PARENT**
Medium: **WORKSHOP**

TITLE: **PREPARATION OF CURRICULUM MATERIALS FOR GRATZ HIGH SCHOOL**

DESCRIPTION: Parents and students worked with professional staff on the preparation of curriculum materials. The three major areas receiving attention related to all areas of the curriculum were:

1. Diffusion of items, events, and personalities significant in Negro History into every facet of the school curriculum.
2. Distillation of subject-matter courses into units that are to be taught to regular and marginal students.
3. Pressing and persistent social problems of students attending a pocket-of-poverty school.

1968 **PHILADELPHIA**

SUBJECT MATTER: **TELEVISION SERIES A/L TEACHER (K-3)** Medium: **TV**

TITLE: **PROJECT HORIZON**

DESCRIPTION: The Project consists of a series of half-hour television programs designed for children in Grades K-3 in economically-disadvantaged schools in Buffalo. The series, called MR. WHATNOT, has a genial host who converses with animal puppets; occasional guests supply interesting highlights of their special fields or talents. Live zoo animals make progam appearances, stories are told, simple arts and crafts are demonstrated, filmed field trips are shown; manners, health, and safety are discussed.

1968 **BUFFALO**
Not available for distribution

SUBJECT MATTER: **GENERAL INFORMATION A/L STUDENT (K-3)** Medium: **NEWSLETTER-TV**

TITLE: **MR. WHATNOT**

DESCRIPTION: Part of PROJECT HORIZON, produced in cooperation with the Buffalo Public Schools under Title I of ESEA, this project presents a series of TV programs intended to provide opportunities for cultural and social enrichment to disadvantaged children. Its audience, in general, consists of children from kindergarten through the 3rd-grade in Buffalo's inner city.
Content ranges from science, safety, health, music, to home economics, art, history, citizenship and literature.
The newsletter gives advance notice of the content of a number of shows.
Material in this annotation was derived largely from an article printed in the Buffalo Currier-Express on Sunday, January 28th, 1968.

BUFFALO

SUBJECT MATTER: **ADVANCEMENT SCHOOL A/L TEACHER/PARENT/ADMINISTRATOR** Medium: **PAMPHLET**

TITLE: **THE PENNSYLVANIA ADVANCEMENT SCHOOL**

DESCRIPTION: The advancement School is a curriculum development center as well as a school for underachievers. All activities are geared toward stimulating constructive innovation in education. The school is administered by a non-profit corporation with an eleven member board of directors. The corporation is under contract to the Philadelphia Board of Education to produce educational innovations.
About 200 students—all 8th grade boys—are involved. After a one-semester or summer session for which they receive the usual credit, students return to their home schools. Advancement school staff members continue to work with students, giving them further support in their home schools.
The curriculum emphasizes development of outlooks and abilities that will help students continue to grow after leaving the advancement school. Creativity is encouraged. A comprehensive teacher education program is fully described.

1967 **PHILADELPHIA**

SUBJECT MATTER: **SCHOLARS PROGRAM A/L (8-12)** Medium: **BROCHURE**

TITLE: **PITTSBURGH SCHOLARS PROGRAM**

DESCRIPTION: The Pittsburgh Scholars Program is a rigorous, five year program of study for academically-talented students. In this brochure, a brief explanation is presented to the parents of prospective candidates and to the interested public. It includes the goals, the history, criteria for selection of participants, and the basic plan of operation.

1964 **PITTSBURGH**
Not available for distribution

SUBJECT MATTER: **ALL AREAS A/L TEACHERS/ADMINISTRATORS (PRE-SCHOOL)** Medium: **MANUAL**

TITLE: **PRE-K. CURRICULUM GUIDE**

DESCRIPTION: This bulletin is intended to serve as a guide for teachers of pre-kindergarten classes. Inherent in the program is the recognition that young children differ in many respects and that they enter pre-kindergarten with certain strengths and weaknesses based upon their out-of-school experiences. The manual gives specific suggestions for developing the child's basic intellectual and social skills by means of individual and small-group instruction. Experiences and materials are suggested through which the teacher helps the child apply, evaluate, and extend his knowledge.

1965 **NEW YORK**

SUBJECT MATTER: **PRE-KINDERGARTEN—CURRICULUM GUIDE A/L TEACHER (PRESCHOOL)** Medium: **MANUAL**

TITLE: **PRE-KINDERGARTEN TEACHER'S GUIDE**

DESCRIPTION: **The PRE-KINDERGARTEN TEACHER'S GUIDE was prepared to help the entire staff provide for the specific needs of pre-school children of low income families in the City of Cleveland. Teachers, parents, supportive personnel, and consultants worked together as a team to define objectively needs, deficiencies, and solutions.**

1966 **CLEVELAND**

SUBJECT MATTER: **PRE-KINDERGARTEN—VOLUNTEERS A/L PARAPROFESSIONAL (PRESCHOOL)** Medium: **PAMPHLET**

TITLE: **PRE-KINDERGARTEN VOLUNTEER'S GUIDE**

DESCRIPTION: **A Basic guide to acquaint volunteers with the Pre-Kindergarten Program and the role of the volunteer. It contains background material on the program, the young child, the child in the program, the role of the volunteer and the school safety rules.**
The annual supplement has the school calendar and a current bibliography.

1967 **CLEVELAND**

SUBJECT MATTER: **TESTING A/L (3-5)** Medium: **NONCOGNITIVE TEST BOOK**

TITLE: **PRE-SCHOOL COGNITIVE SKILLS TEST**

DESCRIPTION: **Diagnostic instrument which will result in a student profile of skill development to enable individual planning for each child.**

1966 **PITTSBURGH**

SUBJECT MATTER: **EARLY LEARNING ENVIRONMENT A/L PRE-SCHOOL—(3)**

TITLE: **PRIMARY EDUCATION PROJECT**

DESCRIPTION: **The Project is a joint effort of the Pittsburgh Public Schools, the University of Pittsburgh, and the General Learning Corporation. It has as its aim the development of an individualized curriculum and a school organization that will serve children in a continuous program beginning at age 3 and running through the primary grades. This commitment is based on the assumption that the full potential of an early start in education cannot be realized until the entire school environment, at least through the primary grades, is redesigned to make it more responsive to children's needs.**

1966 **PITTSBURGH**
Not available for distribution

SUBJECT MATTER: **TEACHING TECHNIQUES A/L (PRE-SCHOOL/PRIMARY)** Medium: **MANIPULATIVE MATERIALS AND TECHNIQUES**

TITLE: **PRIMARY EDUCATION PROJECT (PROJECT PEP)**

DESCRIPTION: **The development of more effective learning materials and teaching techniques for young children is the goal. The program is being developed cooperatively by the University of Pittsburgh Learning Research and Development Center, the General Learning Co-operation, and the Pittsburgh Public Schools.**

1967 **PITTSBURGH**
Not available for distribution—(still in process of development)

SUBJECT MATTER: **STUDY HABITS—INTERDISCIPLINARY A/L PRIMARY** Medium: **MANUAL**

TITLE: **PRIMARY GRADE INDEPENDENT ACTIVITIES, ELEMENTARY CURRICULUM LEAFLET #2, OCTOBER 1963**

DESCRIPTION: This bulletin of independent activities was compiled to help teachers foster independent study habits in primary grade pupils. There are eleven sections in the guide dealing with relevant matters such as library center, science study center, art activities, etc. Various specific activities are listed for each area. Procedures, materials, and an evaluation are systematically discussed.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **RESEARCH SERVICE A/L TEACHER** Medium: **PROFILES**

TITLE: **PROFILE FORMS FOR REPORTING TEST RESULTS FOR: THE DIFFERENT APTITUDE TESTS, THE IOWA TESTS OF BASIC SKILLS, THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, AND THE SCHOOL AND COLLEGE ABILITY TEST**

DESCRIPTION: Profile forms and programs for use on the IBM 1401 and 360 computers have been developed for use in reporting test results.

DETROIT

SUBJECT MATTER: **INDIVIDUALIZATION OF INSTRUCTION IN LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE A/L TEACHER/ADMINISTRATOR/STUDY (1-12)**

TITLE: **PROGRAM OF LEARNING IN ACCORDANCE WITH NEEDS**

DESCRIPTION: Twelve school districts, of which Pittsburgh is one, the American Institutes for Research, and Westinghouse Learning Corporation are associated in this Project. The major effort is to make adequate provision for the very large individual differences to be found in any age or grade group in today's schools. These differences exist not only in academic ability achievement but also in individual patterns of special aptitudes and talents. In this process the student and a teacher are provided with the services of a computer as a flexible tool for information processing, storage, and retrieval.

1965 **PITTSBURGH**
Available for distribution

SUBJECT MATTER: **ACADEMICALLY TALENTED PUPILS A/L ADMINISTRATORS (JUNIOR HIGH)** Medium: **REPORT**

TITLE: **PROGRAMS FOR ACADEMICALLY TALENTED PUPILS IN SAN FRANCISCO JUNIOR HIGH SCHOOLS**

DESCRIPTION: It is the purpose of the booklet to present guidelines for the expansion and administration of programs for academically talented pupils in the junior high schools of San Francisco. The principles underlying development of programs for such students are reviewed, and criteria for selecting and grouping such pupils are presented.

One section of the report deals with a description of current programs; both individual school and district-wide programs are described. Music, math, science, typing and other programs are considered in this document. A checklist for evaluating an individual school program(s) is included in the appendix.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **ALL AREAS A/L STUDENT (K-3)**

TITLE: **PROJECT HORIZON—ETV FOR GRADES K-3**

DESCRIPTION: Strong instructional and developmental values underlie a television series produced and broadcast under the name "Mr. Whatnot," by WNED-TV Buffalo. The program is aimed at economically-disadvantaged children in target area public and parochial schools, the varied programs include live zoo animals, filmed field trips, story telling, puppets, art, music and do-it-yourself demonstrations.

BUFFALO

SUBJECT MATTER: **AUDIO-VISUAL A/L STUDENT (K-6)** Medium: **PROGRAM**

TITLE: **PROJECT OPPORTUNITY—ENRICHMENT THROUGH AUDIO VISUAL AIDS IN INNER CITY**

DESCRIPTION: Project Opportunity is a program aimed at providing exemplary audio-visual facilities at seven elementary schools in the inner city. Each teacher is given his own projection equipment, and audio-visual specialists aid in selection and utilization of film and filmstrips. Pupil achievement will be compared at the end of the project year with previous years; interviews and direct observation will also be used to determine results of the program. Teacher surveys ascertaining needs and problems in use of audio-visual materials will also aid in evaluation.

BUFFALO

SUBJECT MATTER: **LANGUAGE ARTS—SOCIAL STUDIES—SCIENCE A/L (1-12)** Medium: **PROGRAMMED INSTRUCTION**

TITLE: **PROJECT PLAN**

DESCRIPTION: This program is being developed cooperatively with the American Institutes for Research, the Westinghouse Learning Corporation and twelve school systems throughout the United States. Its purpose is to meet the need for better education, and for the selection and evaluation of new, more personalized learning methods and materials.

1967 **PITTSBURGH**
Not available for distribution

SUBJECT MATTER: **EVALUATION A/L TEACHER/ADMINISTRATOR** Medium: **REPORT**

TITLE: **PUPIL ACHIEVEMENT IN THE BUFFALO PUBLIC SCHOOLS**

DESCRIPTION: This report covers various aspects of pupil achievement in reading and arithmetic in the Buffalo Public Schools. There are sections on interpretation of test results as well as on factors influencing test results.

The report includes descriptions and tables which compare pupil achievement in arithmetic and mathematics to those in other school systems in New York State. The comparisons do not include information from the New York City Schools inasmuch as these data were not included in the State Report.

1967 **BUFFALO**

SUBJECT MATTER: **SPECIAL EDUCATION (BOOKS FOR PARTIALLY-SEEING CHILDREN) A/L LIBRARIAN (K-8)** Medium: **BULLETIN**

TITLE: **READING FOR THE PARTIALLY SEEING**

DESCRIPTION: This bibliography lists trade books specially selected for use with partially-seeing children. The books are those with formats suitable for readers with impaired vision from kindergarten through eighth grade.

1968 **CHICAGO**
Available on complimentary basis
(Currently being revised)

SUBJECT MATTER: **IN-SERVICE EDUCATION A/L TEACHER** Medium: **PROGRAM**

TITLE: **READING INTERN PROGRAM FOR TEACHER TRAINING**

DESCRIPTION: Fifteen certified permanent contract teachers selected for superior ability were trained at Buffalo's reading center by three specialists. Teachers "practice taught" in summer remedial programs in the morning and were instructed in seminars in the afternoon. Their training continues on a weekly basis throughout the school year.

BUFFALO

SUBJECT MATTER: **GIFTED AND ACADEMICALLY TALENTED STUDENTS A/L TEACHER/ADMINISTRATOR/COMMUNITY (K-12)** Medium: **REPORT**

TITLE: **REPORT OF THE SUPERINTENDENT'S TASK FORCE ON PROGRAMS FOR GIFTED AND ACADEMICALLY TALENTED STUDENTS**

DESCRIPTION: This report is based on the 1966-1967 evaluation survey of programs for mentally-gifted minors and academically-talented students. The purposes are to recommend programs that will provide special opportunities for such students and to enable them to realize as fully as possible their potentials. Hope for expansion of certain programs at the elementary, junior high, and senior high school levels is described. In addition, programs are reviewed in terms of those requiring advanced planning before implementation, those that would require transfer or transportation of students, etc.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **POPULATION PRESSURE A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **RESOURCE UNIT ON POPULATION PRESSURE**

DESCRIPTION: This resource unit has been developed to assist teachers in creating an understanding of the problems posed by excessive population growth; solutions of such problems are also suggested.

The unit is designed to provide help for teachers in preparing unit and daily lesson plans.

Living standards and natural resources are reviewed in this context. The relationship to family planning is established, but there is an awareness of the controversial aspects of this subject. Advantages and disadvantages to programs in family planning are reviewed.

Sample teaching-learning activities are listed for junior and senior high school levels. A bibliography of instructional materials is included.

1967 **BALTIMORE**

SUBJECT MATTER: **PARAPROFESSIONAL PERSONNEL A/L TEACHER/ADMINISTRATOR (7-12)** Medium: **BULLETIN**

TITLE: **THE ROLE OF THE PARAPROFESSIONAL IN THE SECONDARY SCHOOL**

DESCRIPTION: This material has been developed to provide teachers and administrators with suggestions for the utilization of paraprofessionals in the instructional program of the school. The document not only details the day-to-day dealing with selection, orientation, and utilization of such personnel, but also underscores the importance of such assistants. Chapter headings include the following titles: ORIENTATION, ADMINISTRATION OF THE PROGRAM, EVALUATION, HOW SCHOOLS USE TEACHER ASSISTANTS, ETC.

In addition, there is an appendix which contains a sample evaluation report for reader assistants, a performance evaluation report for teacher assistants, and a copy of a booklet describing the teacher assistant program.

1967 **SAN DIEGO**

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/PARENT/COMMUNITY/(ELEMENTARY)** Medium: **FLYER**

TITLE: **ROOMS OF TWENTY**

DESCRIPTION: This item contains a brief description of the ROOMS OF TWENTY which was first organized in the St. Louis schools in 1953. This program is devoted to assisting boys and girls with average intelligence who have not made expected progress in reading, language, and arithmetic in regular classes. No more than twenty youngsters are included in such classes, and special attention is given to individual needs.

Although the program had been discontinued at one time after growing from five to thirty-seven rooms, it was re-established with federal funds under Title I of ESEA. Two types of pupils are receiving attention: (1) upper primary—those who have not mastered the basic skills taught through the primary, and (2) elementary grades—children in the

4th, 5th, or 6th grades who need instruction to strengthen the basic learning skills. Although the emphasis is on basic skills, the program also provides field trips, music, and art lessons. Additional supportive services are also made available (health, speech, etc.)

ST. LOUIS PUBLIC SCHOOLS
Available on complimentary basis

SUBJECT MATTER: **URBAN EDUCATION A/L TEACHER** Medium: **CHECKLIST**

TITLE: **RUTGERS-CAMDEN STREET SCHOOL PROJECT DESIGN FOR URBAN EDUCATION**

DESCRIPTION: This publication is a Learning Development Checklist—sequential, yet structured according to various levels. Students progress to subsequent levels only if a specified number of items are checked. The teacher, in checking appropriate entries, has a cumulative record at his fingertips.

Items at the beginning of the checklist are exemplified by the following:

Is interested in books
Can work independently
At the conclusion of the checklist (level 10),
sample items are:
Distinguishes between fact and opinion
Perceives relationship of sequence

WASHINGTON, D.C.

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/PARENT/COMMUNITY** Medium: **PAMPHLET**

TITLE: **ST. LOUIS PUBLIC SCHOOLS . . . . PAST . . . . PRESENT . . . . FUTURE**

DESCRIPTION: This illustrated pamphlet summarizes public education in the City of St. Louis. A brief description is provided of special events and people; there is a listing of unique school programs which have evolved during the years. Information relating to curriculum, school services, and organization is included.
Special art work and photographs accompany the text.

ST. LOUIS
Available on complimentary basis.

SUBJECT MATTER: **ALL AREAS A/L TEACHER** Medium: **TV**

TITLE: **SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY**

DESCRIPTION: From October 31, 1966 to date, the San Diego Area Instructional Television Authority has produced some 220 television programs intended to supplement classroom instruction in art, social studies, creativity, language arts, science and physical education and to provide needed material in various areas of teacher in-service education. For virtually all locally-produced programming, supplementary teacher study guide material, representing about 45,000 copies of fifteen separate books, has been prepared.

SAN DIEGO

SUBJECT MATTER: **ALL AREAS A/L TEACHER** Medium: **TV**

TITLE: **SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY IN-SERVICE EDUCATON**

DESCRIPTION: During each of its broadcasts from January 1967 to date, the San Diego Area Instructional Television Authority has broadcast an average of about forty-five minutes teacher in-service education programming daily. Material has related to foreign language, language arts, physical education, special education, science, new textbook adoptions, first aid, human relations, and other areas.

1967 **SAN DIEGO**

SUBJECT MATTER: **GENERAL INFORMATION ON THE JUNIOR HIGH SCHOOL A/L PUPIL/PARENT** Medium: **BROCHURE**

TITLE: **SAN FRANCISCO JUNIOR HIGH SCHOOLS**

DESCRIPTION: This material was structured essentially to provide parents with an overview of the San Francisco Junior High School Program. The relevance of the junior high school organization is discussed, and the program of studies is reviewed. Required subjects as well as electives are presented.

Evaluation, in terms of grades and report cards, is considered; home study requirements at the junior high school level are emphasized. The role of guidance and counseling, co-curricular activities, and special programs are all explored.

SUBJECT MATTER: **SCHOOL-COMMUNITY RELATIONSHIPS A/L TEACHER/ADMINISTRATOR/STUDENT/COMMUNITY** Medium: **COORDINATOR**

TITLE: **SCHOOL-COMMUNITY COORDINATOR PROGRAM**

DESCRIPTION: One or more school-community coordinators is assigned to each school located in a designated poverty area to help bridge the gap which often exists between the school and the community it serves. Coordinators, residents of the school communities, have demonstrated leadership ability and a desire to improve school-community relationships.

Coordinators work to orient the community to the objectives and programs of the school; they assist school personnel in becoming sensitive to the needs and concerns of the community.

1966 **PHILADELPHIA**

SUBJECT MATTER: **COMMUNITY IMPROVEMENT PROGRAM (COMPENSATORY EDUCATION) A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **REPORT**

TITLE: **SCHOOL-COMMUNITY IMPROVEMENT PROGRAM**

DESCRIPTION: The report contains full information about the background and development of this program. The basic impetus for this program is the typically deprived child who lacks communication skills and finds it difficult to respond to so-called "normal" teaching methods. Because of home and community environmental conditions which give rise to language, cultural, and economic disadvantages, the talents of many of these pupils remain undiscovered or not adequately developed. Recognition of these problems led to this program of compensatory education which included the following goals: improvement of language art skills, improvement of human relations efforts, increased school participation by parents and other members of the community, better teacher training, enhanced pupil preparation for school activity, and increased city-wide awareness of the responsibility for employing youth.

1961 **SAN FRANCISCO**

SUBJECT MATTER: **OPENING EXERCISES A/L TEACHER/STUDENT (K-12)** Medium: **MANUAL**

TITLE: **THE SCHOOL DAY BEGINS: A GUIDE TO OPENING EXERCISES**

DESCRIPTION: The Foreward describes the dimensions of opening exercises in the wake of the 1963 Supreme Court ruling that prayer and Bible reading in school are incompatible with the Constitution. The relevance of values is emphasized in all opening exercises.

Programs and themes are listed for all grade levels; specific poetry and prose selections are included. There are also suggestions for creative writing activities.

1965 **PITTSBURGH**

SUBJECT MATTER: **SCHOOL PUBLICATIONS A/L TEACHER/COMMUNITY** Medium: **BROCHURE**

TITLE: **SCHOOL PUBLICATIONS AS REFLECTIONS OF EDUCATION PROGRAM**

DESCRIPTION: Parents, staff members, and the general public are kept informed of the Buffalo Public Schools programs of education through publications developed over a period of years. Staff members participate in the planning and production of the brochures.

SUBJECT MATTER: **INTERNATIONAL EDUCATION A/L COMMUNITY** Medium: **REPORT**

TITLE: **SCHOOL-TO-SCHOOL PAIRING PROJECT, MEMPHIS CITY SCHOOLS AND THE AMERICAN SCHOOL OF GUATEMALA**

DESCRIPTION: This report gives details on the initiation and expansion of the *School-To-School Pairing Project*. The program has a number of facets; curriculum materials are exchanged, and educators from the two systems interact. Teacher exchange, testing, innovation, data processing and the other relevant information and techniques are on the agenda for discussion.

1966 **MEMPHIS**

SUBJECT MATTER: **CREATIVITY A/L TEACHER/ADMINISTRATOR/COMMUNITY (K-12)** Medium: **REPORT**

TITLE: **SCOPE FOR CREATIVITY**

DESCRIPTION: This report deals with strategies employed toward a development of a conceptual continuum from K through 12 in all phases of the program: staff development, student activities, and community partnership. Prime objectives include the establishment of a sequential model program in the communicative arts with innovative use of personnel —spanning all grades in public, private, and parochial schools. A corollary goal involves creative utilization of school and community. There is a listing of various programs which have been implemented under the aegis of the project. These programs include a visual perception group, a grammar study group, a creative writing group, etc.

1967 **WASHINGTON, D.C.**

SUBJECT MATTER: **LEADER TRAINING A/L TEACHER** Medium: **WORKSHOP**

TITLE: **SERVICES OF CHILD AND YOUTH EDUCATION SPECIALISTS—NEEDED FOR THE LEADER TRAINING WORKSHOP: CHILD AND YOUTH STUDY PROGRAM**

DESCRIPTION: Twelve specialists conducted study sessions for the following purposes:

1. Train personnel to understand the personality, problems, and background of disadvantaged children.
2. Provide understanding of what information about a child is necessary in order to diagnose individual needs.
3. Become skilled in planning appropriate learning experiences for youngsters.

1966 **PHILADELPHIA**

SUBJECT MATTER: **LANGUAGE ARTS A/L TEACHERS/ADMINISTRATORS (1-6)** Medium: **FILM**

TITLE: **SHARING READING EXPERIENCES**

DESCRIPTION: One of the "Teaching Reading" series of "Operation Emeritus." The culmination of an individualized reading program in one class is presented. Children use appropriate costumes and related props as they give brief and enthusiastic descriptions of the books they have read and enjoyed. (Black and white)

1967 **NEW YORK CITY**

Available for sale ($120) and rental ($7.50 a day)—30 minutes

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SUBJECT MATTER: **ENGLISH (ACADEMICALLY TALENTED) A/L TEACHER (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **SOURCE MATERIAL FOR GULLIVER'S TRAVELS WITH SPECIAL REFERENCE TO ACADEMICALLY TALENTED STUDENTS**

DESCRIPTION: Using the novel GULLIVER'S TRAVELS as a frame of reference for a junior high unit, a committee of junior high school teachers planned instructional units which could be used in working with academically-talented students. Emphases in individual units are based on the required works of literature with suggestions for oral and written composition. Each unit treats the work of literature in depth with some attention to style, structure, and levels of significance.

Comparative and supplementary reading are considered. Levels of understanding are explored, e.g., literal, satirical, sociological and psychological levels.

Methods of presentation are reviewed, and resources are suggested.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **AUDIO-VISUAL A/L TEACHER** Medium: **CATALOG**

TITLE: **A SPECIAL LISTING ON SAN FRANCISCO AND CALIFORNIA—GOLDEN CALIFORNIA**

DESCRIPTION: As the title suggests, this compilation consists of annotated entries of various audio-visual materials dealing with San Francisco and California. Exhibits, study prints, filmstrips, and 16mm films are described. The annotations are useful in assisting teachers to determine the best uses for the material.

1968 **SAN FRANCISCO**

SUBJECT MATTER: **GENERAL INFORMATION A/L BOARD OF EDUCATION/COMMUNITY (1-12)** Medium: **REPORT**

TITLE: **SPECIAL PROGRAM REPORT 1966-67**

DESCRIPTION: This summary was submitted as a progress report on projects that were approved by the Board of Education on the recommendation of the superintendent of schools. There are descriptions of such projects as reading improvement, achievement emphasis, and ungraded primary. Tables indicate not only the title of each project, but also the number of students and teachers involved. Ratings and prognoses are also included. The report deals with all projects on a one through twelve basis.

1967 **MEMPHIS**

SUBJECT MATTER: **SPECIAL SERVICES FOR SUMMER SCHOOL FOR DISADVANTAGED YOUTH A/L TEACHER/PARENT/COUNSELOR (1-6)** Medium: **MANUAL**

TITLE: **SPECIAL SERVICES**

DESCRIPTION: The purpose of this booklet or guide was to compile all of the special services provided to disadvantaged pupils in the elementary summer schools. The booklet proved to be an invaluable aid to principals and special services personnel in interpreting services to parents and in conducting the special services program. The special services included: Parent Education, Parents' Handbook, Pupil Advisory Services, Dental and Medical Services, Nutrition, and Field Trip Services.

1967 **CLEVELAND**

SUBJECT MATTER: **TEAM TEACHING (TECHNOLOGY) A/L TEACHER** Medium: **WORKSHOP**

TITLE: **STAFF DEVELOPMENT FOR TEACHING IN THE APPLICATION OF TECHNOLOGY PROGRAM**

DESCRIPTION: Intensive training was given to 142 teachers and administrators who staff schools involved in the Team Teaching Experimental Program. The basic focus was on aspects related to technology.

The project was developed on the premise that improved control of technology would enhance individualized teaching/learning.

1966 **PHILADELPHIA**

SUBJECT MATTER: **ALL AREAS A/L TEACHERS** Medium: **SEMINAR/VIDEOTAPE**

TITLE: **STAFF DEVELOPMENT PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION THROUGH BETTER SELECTION AND UTILIZATION OF INSTRUCTIONAL MATERIALS**

DESCRIPTION: The major objectives of this program focused on helping teachers in all pocket-of-poverty schools acquire understanding and skills in the selection and utilization of films, slides, recordings, radio, television, and printed materials to enhance learning in science, mathematics, reading, literature, social studies, and other subjects.

Children in selected schools have benefited from the program in a number of ways. The use of visual-verbal devices has helped youngsters with reading difficulties understand concepts which provide the basis for interest in reading. Films, slides, and records have helped children understand the world around them. New listening center devices permit the use of recorded material and TV instruction individually and in small groups.

Pre- and post-television techniques were demonstrated in connection with a television lesson presented from a videotape. Demonstrations also provided insights with respect to the use of a wide variety of materials; different subject-matter areas were featured each week.

1968 **PHILADELPHIA**

SUBJECT MATTER: **IN-SERVICE-PHYSICAL EDUCATION A/L TEACHER**
Medium: **DEMONSTRATION COURSE**

TITLE: **A STAFF DEVELOPMENT PROGRAM FOR THE PURPOSE OF DEVELOPING RECREATIONAL TECHNIQUES THAT WILL DEVELOP SKILLS WHICH CAN BE USED TO FURTHER SOCIAL GROWTH OF CHILDREN.**

DESCRIPTION: Approximately twenty-five teachers from various schools volunteered for the fourteen week course which took place after school hours. They were directly involved in games, evaluated them, and discussed the social and problem-solving aspects.

It is expected that inner-city children will benefit from this program. Teachers will be enabled to help students become aware of the relevance of structure in games and home situations. Emphasis will also be placed on the significance of sequences and penalties. The program will help children understand the importance of rules in cooperative undertakings.

The pupil's participation in games and communication with other children and the teacher will help open the doors to intellectual participation and communication on a larger scale.

1968 **PHILADELPHIA**

SUBJECT MATTER: **LABORATORY TRAINING (GROUP DYNAMICS) A/L TEACHER/STUDENT (JUNIOR HIGH SCHOOL)**
Medium: **WORKSHOP**

TITLE: **STAFF DEVELOPMENT PROGRAM USING LABORATORY TRAINING TECHNIQUES**

DESCRIPTION: A means for self-diagnosis was defined as a result of this program. Methods were developed for helping participants recognize the forces that impede change within themselves and their school. Students and teachers collaborated on the appraisal of the teaching process. A linkage of resources between individual teachers and departments was established.

In addition to the teachers and administrators of Roosevelt Junior High School, 200 students from the school participated directly. Another 1,000 students were involved indirectly through teacher initiated programs.

1968 **PHILADELPHIA**

SUBJECT MATTER: **COOPERATIVE TEACHING A/L TEACHER/ADMINISTRATOR (7-12)**
Medium: **BULLETIN**

TITLE: **STAFF UTILIZATION IN COOPERATIVE TEACHING**

DESCRIPTION: This document grew from a two-year experimental study of staff utilization practices. Much new material has been added since the original experiment; some modifications have also been effected.

Basically, the document contains a number of suggestions with respect to schedule modifications, including back-to-back scheduling, the module system, and open periods. Moreover, guidelines are set down for setting up a teaching team.

With the broad purpose of staff utilization as the target, there are specific examples of ways in which to initiate a program of staff utilization. Preparation before such undertaking is also described.

Utilization of physical plant and audio-visual needs are considered. A convenient listing of advantages and potential problems of team teaching is included.

1964 **SAN DIEGO**

SUBJECT MATTER: **INSERVICE A/L TEACHER/ADMINISTRATOR/STUDENT-INTERN**
Medium: **VIDEO TAPE**

TITLE: **STUDENT-INTERN TEACHER LESSON**

DESCRIPTION: This video tape presents a lesson conducted by an intern teacher. There is an analysis provided by the cooperating teacher.

The tape provides a frame of reference for the training of cooperating teachers and interns. In addition, regular teachers derive benefits from viewing this tape.

BOSTON

SUBJECT MATTER: **SCHEDULING A/L COUNSELOR/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **STUDENT SCHEDULING MANUAL**

DESCRIPTION: The manual provides a complete outline dealing with various aspects of student scheduling by means of a computer. Improved counseling and a saving of time are brought about through the use of this method. The 360 computer system permits great flexibility in scheduling through the inclusion of several new options. For example, the computer automatically assigns students to homeroom sections and a lunch period, providing that lunch periods and homeroom sections have been included in the course offering in-put form.

The new system does not infringe upon student and administrative prerogatives.

MEMPHIS

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/PARENT/COMMUNITY** Medium: **FLYER**

TITLE: **STUDY LEARNING RESOURCES CENTER**

DESCRIPTION: This flyer details in pictorial fashion the services made available by the Study Learning Resources Centers. These centers were established under the Economic Opportunity Act of 1964 and are presently funded under the ESEA ACT, Title I. The centers function as libraries, study areas, and materials centers. Professionals are available during and after school to serve children and adults of the community. The centers are used not only to extend the child's experiences in basic areas, but also to meet various individual needs.

1964 **ST. LOUIS**

Available on complimentary basis

SUBJECT MATTER: **TELETRAINER A/L TEACHER (K-3)** Medium: **MANUAL**

TITLE: **SUGGESTED ACTIVITIES FOR USING THE TELETRAINER IN THE PRIMARY GRADES K-3**

DESCRIPTION: Various activities are described which make use of the telephone. Parts of the telephone are identified, and their functions are defined. Vocabulary is emphasized.

In addition to the anatomy of the telephone, various uses of the instrument are taught. The guide suggests a comparative study of the practice telephone and the activated telephones of the teletrainer.

1962 **WASHINGTON, D.C.**

SUBJECT MATTER: **FIELD TRIPS (COMPENSATORY EDUCATION) A/L TEACHER** Medium: **MANUAL**

TITLE: **SUGGESTED FIELD TRIPS—TEACHER AID**

DESCRIPTION: The sites listed in this manual were suggested as possible choices for means of enriching the compensatory education program. Full information is provided, i.e., contact arrangements, telephone numbers, appropriate visiting times, etc.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **REPORT**

TITLE: **SUMMARY EVALUATION REPORT OF PROJECTS ORGANIZED AND CONDUCTED IN BUFFALO PUBLIC SCHOOLS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT 1966-67**

DESCRIPTION: This summary report is an effort to bring together the most pertinent aspects of various project reports. Wherever possible, objective measurements have been made to determine the effectiveness of programs. In many instances, no objective measuring device exists

or can be applied. In these cases evaluation is based upon subjective, but valid assessments. The judgments and opinions of parents, pupils, teachers, administrators and non-school associated observers have been used.
The nineteen programs conducted during 1966-1967 are listed.

1966-67 **BUFFALO**

SUBJECT MATTER: **IN-SERVICE EDUCATION A/L TEACHER**

TITLE: **SUMMER CURRICULUM WORKSHOP IN MEETING NEEDS OF THE DISADVANTAGED PUPIL**

DESCRIPTION: A summer curriculum workshop in the Buffalo City Schools had as a primary concern the identification of the special needs and problems of culturally and educationally disadvantaged children from inner city schools. The teachers, in developing courses of study and materials to teach such children more effectively, were also provided an excellent in-service activity. Health, education, math, science, music and homemaking were curriculum areas explored, with courses of study developed by the teachers in the workshops later used by teachers throughout the system working in core area schools.

BUFFALO

SUBJECT MATTER: **COMPENSATORY EDUCATION A/L TEACHER/ADMINISTRATOR/ COMMUNITY** Medium: **REPORT**

TITLE: **SUPERINTENDENT'S COMPENSATORY EDUCATION PROGRAM, JUNE 1965, ELEMENTARY DIVISION**

DESCRIPTION: Student and teacher selection for this program are explained. The emphasis on a special instructional program is outlined. Significant attention is given to the multimedia approach, listening skills, new reading content, independence in study skills, etc.
Part of the report is devoted to describing the in-service training of teachers as well as methods used to share information and involve still other teachers. Demonstration lessons, having pupils in compensatory education classes share their work with the regular class, and many other techniques are described. Reference is also made to community involvement and evaluation.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **COMPENSATORY EDUCATION A/L TEACHER/ADMINISTRATOR (SENIOR HIGH)** Medium: **REPORT**

TITLE: **SUPERINTENDENT'S COMPENSATORY EDUCATION PROGRAM, JUNE 1965, SENIOR HIGH DIVISION**

DESCRIPTION: Seven senior high schools in San Francisco are involved in the compensatory program; the student population ranges from those at the poverty level to the most affluent. There is also wide variation in ability levels.

The compensatory program has had as its core the necessity for providing instruction in the language arts, especially reading. Each of the participating schools has programs that are similar in purpose, but the implementations vary from situation to situation. For example, the compensatory education at Balboa High School consists of four remedial reading classes and two classes of English as a second language. At Abraham Lincoln High School, the compensatory program is directed towards students in the high-10th grade. There are two blocks of two class periods each; English 4C and United States History I, are taught as back-to-back classes by the same instructor with each two-period block of time. The fifth period, is used for work with students in the low-10th grade on an individual or group basis.

Significance of the compensatory teacher is emphasized; the role of the resource teacher is defined. Many techniques are provided. Some compensatory teachers do part of their work around vocational units; others make special use of high interest materials. The use of various kinds of materials is outlined. An evaluation of the program and the aspect of community rapport are also presented.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **CHILD DEVELOPMENT CENTER A/L TEACHER/ADMINISTRATOR (ELEMENTARY)** Medium: **MANUAL**

TITLE: **SUPERVISED WORKER CHILD DEVELOPMENT CENTER**

DESCRIPTION: This material is a report on a training project designed to provide high school girls with experience in supervising small children. Such supervision included the recognition of the developmental stages of growth. The pilot program was a cooperative experience involving home economics and elementary education. Students were selected, personnel assigned, and policies improved through the central office of the Board of Education. The program was established in a poverty area where both teenage students and pre-school children are handicapped. Twenty capable high school girls who had completed two or three units of home economics were selected for the project. Twenty pre-school children who qualified under the Headstart Formula were selected also. Mothers were encouraged to participate in the activities of the center; some fathers also participated. Various individual and group activities were undertaken—all within a guidance framework.

Many resources are listed.

1966 **MEMPHIS**

SUBJECT MATTER: **GENERAL INFORMATION A/L TEACHER/PARENT/COMMUNITY** Medium: **PAMPHLET**

TITLE: **A TALE OF TWO CITIES**

DESCRIPTION: In September, 1967, HARD TIMES AND GREAT EXPECTATIONS, a report on the condition of the St. Louis Public Schools was made. It described the plight of the city schools, showed some symptoms of hope, and asked for the help of everyone who has a stake in making St. Louis a decent place in which to live and rear children.

This report is a sequel to an earlier report—it is the tale of St. Louis as it is in contrast to the St. Louis it might be. It is, therefore, A TALE OF TWO CITIES.

The report is divided into a number of sections which define the problem, indicate what needs to be done to improve matters (including a better supply of teachers, reducing class size, etc.,) points out the problem of financing, and basically indicates that it is necessary to mobilize public and private forces in attacking the ghetto problem.

Many illustrations accompany the significant data in the report.

ST. LOUIS

SUBJECT MATTER: **COMPENSATORY EDUCATION A/L TEACHER (5-7)** Medium: **PAMPHLET**

TITLE: **TEACH—A—RAMA**

DESCRIPTION: This booklet was prepared for an orientation program for new teachers assigned to work in a poverty area. Some of the teachers had no previous experience in the inner-city. The cover is unique because it is designed with such sayings as: "Defeat and humiliation inhibit learning" and "Accept and respect the child you teach." Several topics are listed for discussion, and suggestions are given for possible solutions to the problems.

1967 **CLEVELAND**

SUBJECT MATTER: **TEACHER AIDES A/L TEACHER AIDES**

TITLE: **TEACHER AIDE PROGRAM**

DESCRIPTION: Teacher aides in three categories—clerical, monitor-proctor, and kindergarten—were employed by the Buffalo Public Schools to assume time-consuming, non-instructional duties previously performed by teachers. The program, involving 241 aides, is supervised by school administrators and teachers as well as a project administrator and two assistants. The innovation has enabled teachers to spend more time on preparation, actual instruction, and individual guidance.

BUFFALO

SUBJECT MATTER: **PRE-KINDERGARTEN A/L PARAPROFESSIONAL PRESCHOOL**
Medium: **BULLETIN**

TITLE: **TEACHER ASSISTANTS**

DESCRIPTION: This guide was prepared to help assistants know their responsibilities and duties. Many of the objectives of the program are incorporated into the booklet.

1967 **CLEVELAND**

SUBJECT MATTER: **TEACHER CORPS A/L TEACHER/ADMINISTRATOR** Medium: **REPORT**

TITLE: **TEACHER CORPS COMMUNICATES**

DESCRIPTION: This document describes the Teacher Corps Program and its unusual involvement with Community Agencies of Greater Cleveland. The people who come to these agencies are seeking an opportunity to fulfill many needs. Some citizens are: the illiterate adult, a high school dropout, the child who needs recreational outlet, the unwed mother. Teacher Corps Interns have been involved and give their comments.

1968 **CLEVELAND**

SUBJECT MATTER: **TEACHING MACHINES A/L STUDENT** Medium: **MANUAL**

TITLE: **TEACHING MACHINES**

DESCRIPTION: This guide describes various teaching machines which are used at the Skills Center; they are employed in the basic education program under the Manpower Development Training Program. The machines described include a Decapod, Dialomatic, Duomatchmaker and Fractionboard. The machines, of course, are designed for different purposes. The Fractionboard is a device which enables a student to practice the addition of simple fractions. The Measuring Board is used to help students acquire skill in using a ruler. Another type of device is the Tour-O-Meter which is used to help acquaint students with some of the main streets of Detroit.

1966 **DETROIT**

SUBJECT MATTER: **TEAM TEACHING/NON-GRADED, INTERMEDIATE A/L TEACHER/ ADMINISTRATOR** Medium: **BULLETIN**

TITLE: **TEAM TEACHING IN THE NON-GRADED INTERMEDIATE SEQUENCE**

DESCRIPTION: This bulletin contains a definition of team teaching as well as a listing of major objectives. The various types of team teaching are specified. In addition, specific responsibilities of members of the team are indicated.

A sample schedule is included. Advantages of team teaching are indicated; a section on evaluation is included.

1966 **WASHINGTON D.C.**

SUBJECT MATTER: **TEAM TEACHING A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **TEAM TEACHING IN THE PHILADELPHIA SCHOOLS**

DESCRIPTION: This pamphlet describes team teaching and how it can be introduced into a school.

1968 **PHILADELPHIA**

SUBJECT MATTER: **RESEARCH SERVICE A/L TEACHER** Medium: **MANUAL**

TITLE: **TEST CATALOG FOR OPTIONAL TESTING**

DESCRIPTION: Although a catalog of this type is not innovative, the way in which some of the materials included in this item are handled could be so construed. Sixty different items of testing materials are made available to teachers on short notice for their optional use. Moreover, Page 9 of this catalog describes an item-response analysis service which is an innovative feature.

DETROIT
Published periodically

SUBJECT MATTER: **GENERAL A/L TEACHER/PARENT** Medium: **SLIDE/TAPE**

TITLE: **THESE ARE OUR CHILDREN**

DESCRIPTION: This series of slides and accompanying tape examine one area of Baltimore City. It is a study in contrasts—in housing, of schools, neighborhoods. However, the natural inquisitiveness of the children, the dedication of the teachers, and the awareness of the community indicate a unity of purpose and incentive that point the way to a more exciting tomorrow.

1967 **BALTIMORE**
Not available for distribution

SUBJECT MATTER: **COMPUTER A/L TEACHER (SECONDARY)** Medium: **WORKSHOP**

TITLE: **TRAINING PROGRAM FOR TEACHERS IN FORTRAN AND QUIKTRAN PROGRAMING AND IN WRITING COURSE MATERIALS**

DESCRIPTION: Selected mathematics and science teachers were instructed in Fortran and Quiktran programing; they were taught how to write course materials. This workshop was held in anticipation of the tying in of a remote console with the IBM computer system. Specific classroom problems were solved by making use of the remote console.

1966 **PHILADELPHIA**

SUBJECT MATTER: **TUTORING ASSISTANCE FOR VOLUNTEER A/L PARAPROFESSIONAL (2-9)** Medium: **BULLETIN**

TITLE: **TUTORING TIPS**

DESCRIPTION: The material is designed to assist inexperienced volunteers become successful tutors. The unit is used in conjunction with an orientation meeting conducted by the Volunteer Division and/or staff from the particular school involved. Included in the booklet are a Portrait of the Disadvantaged child, an explanation of the purposes of tutorials; how to start and suggestions for tutoring reading or math.

1968 **CLEVELAND**

SUBJECT MATTER: **URBAN YOUTH PROGRAM A/L ADMINISTRATOR/TEACHER (ADULT)** Medium: **PAMPHLET**

TITLE: **URBAN YOUTH PROGRAM FOR OUT-OF-SCHOOL OUT-OF-WORK YOUTH**

DESCRIPTION: This pamphlet is an outline of the various opportunities provided for school dropouts through the phases of the Urban Youth Program. It includes descriptions of activities involving counseling, cooperative work-study, short time transitional training, and full time vocational training coupled with basic education.

1968 **CHICAGO**
Available on complimentary basis

SUBJECT MATTER: **ALL AREAS A/L TEACHER/STUDENT (7-12)** Medium: **TV-MANUAL**

TITLE: **USE OF VIDEO TAPE RECORDERS IN INSTRUCTION**

DESCRIPTION: Recent developments in video tape recording have brought a whole new range of innovative instructional capabilities to the art of teaching by television. The San Diego City Schools, a participant in the San Diego Area/Instructional Television Authority, has launched a program to provide completely self-contained mobile video-tape recording systems for use in the secondary schools of the district. This will now make it possible for junior and senior high schools to record secondary level programs offered by San Diego's UHF Channel 15 for replay and closed circuit distribution at times convenient to teachers. In addition, the system includes a monitor-receiver, microphone, and a camera for use with a microscope, or for normal video recording of class activities—thus affording many opportunities for students to engage in program planning, script writing, and operation of equipment.

1967 **SAN DIEGO**

SUBJECT MATTER: **TEACHER TRAINING A/L TEACHERS/ADMINISTRATORS**

Medium: **FILM**

TITLE: **USING THE OVERHEAD PROJECTOR—LARGE GROUP INSTRUCTION**

DESCRIPTION: The use of the overhead projector in teaching a large group in the auditorium is demonstrated. 30 min. color.

1967 **NEW YORK CITY**

Available for sale and rental.

SUBJECT MATTER: **QUESTIONING A/L TEACHER**

Medium: **MANUAL**

TITLE: **VOCABULARY OF QUESTIONING**

DESCRIPTION: Teachers are provided with insights about aspects of questioning. Words used in questioning are listed, and types of questions are described. Teachers are given guidelines related to the characteristics of good questions. Moreover, procedures are suggested for questioning, handling answers, and assisting pupils in defining their own questions.

WASHINGTON, D.C.

SUMMARY

This section deals with annotations which do not conveniently fit into one of the other categories. In many instances, the annotations describe in-service programs for teachers; in other instances, more general programs for educators and the community are defined. Interdisciplinary approaches find a comfortable niche in this section; procedural or methodological arrangements are also listed. Printed materials are not available for many of the programs.

Emphases are on contemporary education—with reading being the most frequently-elected focus. Much attention is given to the pre-school and kindergarten levels, although there is obvious concern also for the upper grades. Programs dealing with remediation involve pupils or combinations of pupils, teachers, and community members. Sometimes, additional staff people are added; services are made available after the regular school day is over.

Projects to train assistants are numerous. Teacher aides are given special programs to equip them to be of maximum effectiveness in the classroom. Teacher Corps interns have been involved in inner-city situations; activities and implications are described. Child development courses are offered to teachers and parents, and high school girls are given practical experience in child guidance. In other words, the attack on problems, particularly in the disadvantaged areas, has been undertaken on a broad form.

Courses of infinite variety have manifested themselves along the entire spectrum of activity. A multisensory approach to improve writing skills has emerged in at least one situation, but this dimension is clearly discernible in many other aspects of school programs. Audio-visual aids of all types are being utilized; everything from simple telephone equipment to complex computers is involved. Programs for unwed mothers, a "headstart" type project for junior high school youngsters, and unique "scholars" courses for the academically talented and gifted are among the innovative undertakings. There is a heavy emphasis on oral language at the pre-school level, and African studies are burgeoning at the upper-grade levels. Realism is being introduced into home economics courses, and a concern for international education is growing. Evaluation instruments are receiving scrutiny, local history is being pursued with some vigor, and curriculum materials centers are being established.

Field trips, film trips, and spontaneous creativity are all supported. For example, a special program grew out of the assassination of Dr. Martin Luther King: English activities and art work were emphasized in this context. Multicultural projects and guidance are stressed. Programed instruction and individualization have been reinforced in some instances; nongraded and team-teaching programs are receiving much attention, sometimes in isolation and sometimes in combination. Children are encouraged to make use of audio-visual aids themselves to enhance aspects of individual perception and growth. Rooms limited to twenty youngsters, a course devoted to exploration of population pressures, and many other innovative programs and projects testify to the growth of programs in the school setting.

KEY IDEAS

Procedural/Methodological arrangements
Compensatory education
Remediation
Reading
Educator/Community
Teacher aides
Child guidance courses
Teacher Corps
Multisensory
Audio-visual
Unwed mothers
Talented/gifted
Pre-school
Oral language
African studies
Evaluation
Local history
Creativity
Field trips
Multicultural aspects
Individualization
Perception
Nongraded
Team-teaching methods
New subject-matter combinations

V
GUIDANCE

SUBJECT MATTER: **GUIDANCE A/L STUDENT (11)** Medium: **PAMPHLET**

TITLE: **AFTER HIGH SCHOOL, WHAT?**

DESCRIPTION: This material is for student use in conjunction with interpretation of test results and final high school planning. The publication is printed annually and distributed to all 11th grade students, becoming their property.

1960 **CHICAGO**

SUBJECT MATTER: **GUIDANCE A/L PARENT** Medium: **PAMPHLET**

TITLE: **BACK TO SCHOOL**

DESCRIPTION: This item is distributed to homes on attendance officer visits in August; information is provided regarding punctuality and regularity of school attendance. This publication is printed annually.

1962 **CHICAGO**

SUBJECT MATTER: **GUIDANCE A/L TEACHER/ADMINISTRATOR** Medium: **WALL CALENDAR**

TITLE: **COUNSELOR'S CALENDAR**

DESCRIPTION: A wall calendar reveals dates for the guidance program, with space for write-ins.

1963 **CHICAGO**

Not available for distribution

SUBJECT MATTER: **GUIDANCE A/L SCHOOL PERSONNEL** Medium: **MANUAL**

TITLE: **COUNSELOR'S RESOURCE MANUAL**

DESCRIPTION: Extracted post-high school educational and career data are designed in cumulative fashion to enable counselors to keep up to date in the changing areas of educational and occupational information.

1965 **CHICAGO**

Not available for distribution

SUBJECT MATTER: **GUIDANCE A/L PUPIL (K-6)** Medium: **MANUAL**

TITLE: **ELEMENTARY SCHOOL GUIDANCE IN INNER CITY SCHOOLS**

DESCRIPTION: Educationally-deprived children in target area schools of Buffalo are benefiting from a counselling program in the elementary grades. Fully certified counselors offer guidance help based on growth and development rather than vocational and educational plans.

BUFFALO

SUBJECT MATTER: **GUIDANCE A/L TEACHER (7-10)** Medium: **PAMPHLET**

TITLE: **GROUP GUIDANCE ORIENTATION FOR GRADES 7 AND 10**

DESCRIPTION: This material was prepared to provide guidance counselors a comprehensive list of topics to be presented. Each of the topics is briefly discussed and suggestions are provided as to appropriate methods by which the topics may be developed. It is most desirable that guidance be provided to secure optimum readiness for the transition from elementary school to junior high school and from junior high school to senior high school.

1967 **CLEVELAND**

SUBJECT MATTER: **GUIDANCE A/L COUNSELOR** Medium: **MANUAL**

TITLE: **GROUP GUIDANCE UNITS FOR HIGH SCHOOL**

DESCRIPTION: Units for counselors to develop group guidance, grades 9-12: sequential with the units for upper grade group guidance (grades 7 and 8).

1964 **CHICAGO**

Available for sale

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SUBJECT MATTER: **GUIDANCE A/L COUNSELOR** Medium: **MANUAL**

TITLE: **GROUP GUIDANCE UNITS FOR UPPER ELEMENTARY GRADES**

DESCRIPTION: The manual contains units for group guidance in grades 7 and 8, in sequence with high school units.

1963 **CHICAGO**
Available for sale

SUBJECT MATTER: **GUIDANCE A/L TEACHERS/PARENTS (4-6)** Medium: **RADIO**

TITLE: **GROWING UP**

DESCRIPTION: GROWING UP is a guidance series designed for children in the intermediate grades. With the exception of three panel discussions, (two on orientation to a new school, and one on the world of work), the programs are dramatizations that highlight guidance concepts as they relate to the children's experiences in problems of self-adjustment and group relationships. The programs introduce areas for discussion and other classroom activities.

1966 **NEW YORK CITY**
Available for sale—$5 per program for broadcast rights

SUBJECT MATTER: **GUIDANCE A/L TEACHER/PARENT (7-12)** Medium: **PAMPHLET**

TITLE: **GUIDANCE AND YOUR CHILD (7-12)**

DESCRIPTION: This material was prepared to provide the parents of Cleveland public secondary school pupils with an overview of the guidance services available to their children. The necessity of parental involvement in the guidance process makes it most desirable that parents understand the purposes of guidance and the nature of the school guidance program. Topics covered are a definition of guidance, a brief history of guidance, the role of the guidance counselor, the purposes and techniques of guidance, special school and community services, and the role of the parent in guidance.

1966 **CLEVELAND**

SUBJECT MATTER: **GUIDANCE A/L TEACHER (K)** Medium: **MANUAL**

TITLE: **GUIDANCE COUNSELOR'S MANUAL (KINDERGARTEN FOLLOW-UP PROJECT)**

DESCRIPTION: This material introduces the program for guidance services in the Kindergarten Follow-Up Project. It is at the kindergarten level that the child in the city of Cleveland has his first school experience and needs all possible help to achieve a smooth transition from his home-centered environment to the school.

The goals of kindergarten guidance are three-fold: developmental, preventive, and remedial.

The counselor works in close cooperation with the teacher, the principal, the parents, and various other agencies, augmenting the services rendered previously only by the teacher. Thus the chances for optimum adjustment of each child is enhanced.

1967 **CLEVELAND**

SUBJECT MATTER: **GUIDANCE A/L TEACHER/COMMUNITY**

TITLE: **THE GUIDANCE POLICY IN TRAINING AND PLACEMENT IN THE BUFFALO PUBLIC SCHOOLS**

DESCRIPTION: Through the cooperative efforts of the Community Relations Committee of the Buffalo Public Schools and with approval by the Board of Education, a printed statement of guidance policy is issued to all employees. The guidance policy is utilized for staff orientation and informs school personnel of the concern for development of all human resources to their maximum potential and the rights of all without regard to race, creed, color, or national origin. It is seen as representing the experiences of many years in helping young people in a wise choice of vocation and guiding their entrance into employment.

BUFFALO

SUBJECT MATTER: **GUIDANCE A/L TEACHER/COUNSELOR (7-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR SECONDARY SCHOOL COUNSELORS (7-12)**

DESCRIPTION: **This material was prepared to provide guidance counselors with an outline of the responsibilities of guidance counselors in the Cleveland public junior and senior high schools. Its purpose is to assure that all aspects of the guidance program as it is perceived for the city's secondary schools are provided for throughout the system. It includes a statement of the underlying philosophy of guidance and detailed statements of guidance activities at the various levels, 7 through 12 as well as general guidance activities at both the junior and senior high school levels.**

1967 **CLEVELAND**

SUBJECT MATTER: **GUIDANCE A/L STUDENT** Medium: **MANUAL**

TITLE: **A GUIDE TO SCHOLARSHIPS AND FINANCIAL AID FOR STUDENTS IN THE CHICAGO PUBLIC SCHOOLS**

DESCRIPTION: **This manual gives information and suggestions to students seeking financial aid in going to college. General ideas on college admissions and financing are provided in order to help the student begin his planning for a program of higher education early; a partial index to scholarships and other financial aids as well as a bibliography of published materials on the subject are included.**

CHICAGO

SUBJECT MATTER: **GUIDANCE A/L TEACHER/STUDENT (11-12)** Medium: **MANUAL**

TITLE: **GUIDING CHILDREN**

DESCRIPTION: **Developed by funds provided by the Federal Government under Title I, Elementary and Secondary Education Act of 1965, this material is designed to provide information about family care and guidance in relation to the growth of children toward maturity. Anticipated learnings are presented; experiences leading to such learnings are detailed. Insights are provided which help students to learn and understand children's growth and development and their individual differences. Audio-visual materials are used to depict activities of children in various age groupings, from two to five years, with the end goals of discussion and understanding. Typical behavior is listed to children at various levels. A Child Observation sheet is also included to help the observer determine salient features. Brief socio-dramas or dialogues are also used for purposes of clarification. Illustrations from picture sets are used for motivation.**

1967 **LOS ANGELES, #ESEA 2-3**

SUBJECT MATTER: **GUIDANCE A/L COUNSELOR** Medium: **MANUAL**

TITLE: **HANDBOOK FOR COUNSELORS**

DESCRIPTION: **This manual describes the guidance program, grades 7-12. Full information is provided with respect to procedures and guidelines.**

1963 **CHICAGO**
Available for sale

SUBJECT MATTER: **GUIDANCE A/L TEACHER/ADMINISTRATORS/PARENT** Medium: **FILM**

TITLE: **HELPING YOUR CHILD TO LEARN**

DESCRIPTION: Recommended for Parent Information, the material interprets the learning process of the first-year program in the New York City Schools.

1967 **NEW YORK CITY**
Available for sale and rental—(color)—Sale $240—Rental $10 a day—40 minutes

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SUBJECT MATTER: **GUIDANCE A/L TEACHER/PARENTS/ADMINISTRATOR (K-12)** Medium: **FILM**

TITLE: **IF YOU BELIEVE IN YOURSELF**

DESCRIPTION: This material was designed to raise the self-image of minority group youngsters by dramatizing the achievements of role models: a physician in THE DR. ORTIZ STORY, a fireman in SCALE A FIREMAN'S LADDER, an airline pilot in CLEAR FOR TAKE OFF, and a teacher (title to be announced). Related jobs within each occupational area and differentiated qualifications for these jobs are discussed. The emphasis in these films is that times are changing and that education and training are the functional forces in realizing one's goals.

1967 **NEW YORK CITY**
Available for rental

SUBJECT MATTER: **GUIDANCE A/L TEACHER** Medium: **WORKSHOP/VIDEOTAPE**

TITLE: **INITIATION OF A CONTRACTUAL AGREEMENT BETWEEN THE SCHOOL DISTRICT OF PHILADELPHIA AND THE PHILADELPHIA CHILD GUIDANCE CLINIC IN CONNECTION WITH THE INTENSIVE ORIENTATION AND TRAINING PROGRAM FOR TEACHERS NEWLY-APPOINTED TO THE PHILADELPHIA PUBLIC SCHOOLS**

DESCRIPTION: The Philadelphia Child Guidance Clinic assisted in training teachers who were newly-appointed to the Philadelphia Schools. Sessions were devoted to such skills as listening, minimizing distractions, staying on a topic, sharing in communications, telling a simple story, categorizing and classifying information, and role playing.
Participants also had an opportunity to see a special group of videotapes prepared by the Philadelphia Child Guidance Clinic; these tapes showed meetings in which a teacher assisted her pupils to improve their ability to understand, communicate, and concentrate.

1967 **PHILADELPHIA**

SUBJECT MATTER: **GUIDANCE A/L TEACHER (8A)** Medium: **MANUAL**

TITLE: **LET'S PLAN FOR SUCCESS (8A)**

DESCRIPTION: LET'S PLAN FOR SUCCESS is an organized outline of material which gives the 8A pupil an opportunity for an honest look at himself. The pupil taking this course is encouraged to keep a personal handbook or file that will permit him to compile a cumulative record of self-analysis materials. Selection of courses, the relevance of personality and character, and the world-of-work are some of the major categories explored in this manual. A bibliography is included.

1964 **CLEVELAND**

SUBJECT MATTER: **GUIDANCE A/L PARENT** Medium: **PAMPHLET**

TITLE: **LET'S TALK ABOUT SCHOOL**

DESCRIPTION: This item was developed for the August counselling and orientation program for elementary schools in high-mobility areas and is now used on a city-wide basis; it is of help to parents (and children) regarding school success. The publication is printed annually and is distributed to parents.

1962 **CHICAGO**
Available for sale.

SUBJECT MATTER: **GUIDANCE A/L PARENT (8)** Medium: **PAMPHLET**

TITLE: **NEXT STEPS**

DESCRIPTION: This pamphlet is a consolidation of HIGH SCHOOL WILL BE DIFFERENT, HIGH SCHOOL IS A JOB, and HIGH SCHOOL SHOULD BE FUN, first published in 1949-51. This publication is printed annually and distributed to all the parents of 8th-grade students.

1964 **CHICAGO**
Available for sale.

SUBJECT MATTER: **COUNSELING A/L STUDENT** Medium: **CARD**

TITLE: **OFFICE OF OCCUPATIONAL PREPARATION INFORMATION CARD**

DESCRIPTION: **This wallet-sized card is intended as an aid in counseling students who are leaving school permanently. The card contains addresses and telephone numbers of Youth Opportunity Centers which function as part of the California Department of Employment. The assistant principal in a terminal interview or the attendance supervisor in a home interview can provide the card to a drop-out. The vocational counselor and employment interviewer can provide it to the youngster who a being graduated from high school with no plans for additional training.**

SAN FRANCISCO

SUBJECT MATTER: **GUIDANCE A/L STUDENT (9)** Medium: **PAMPHLET**

TITLE: **PLOTTING YOUR PROGRAM**

DESCRIPTION: **For use in 9th grade in conjunction with test interpretation and review of the student's high school plan. This publication is printed annually and distributed to all 9th grade students.**

1960 **CHICAGO**

Available for sale.

SUBJECT MATTER: **GUIDANCE A/L STUDENT** Medium: **PROJECT**

TITLE: **PROJECT ASPIRE FOR THE CULTURALLY AND EDUCATIONALLY DISADVANTAGED**

DESCRIPTION: **Project Aspire of the Buffalo Schools identifies culturally-disadvantaged students and motivates them for higher education. It does this through the use of small remedial and enrichment classes, guidance and psychological services, and field trips for cultural enrichment. Certified teachers, guidance counselors and psychologists are used to introduce the academically capable student on the secondary level to a variety of experiences that support the concept of higher education as a key to a better life.**

BUFFALO

SUBJECT MATTER: **GUIDANCE A/L COUNSELOR /DEPT. CHAIRMAN** Medium: **WORKSHOP**
(JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL, MIDDLE SCHOOL)

TITLE: **RESOURCE PERSON FOR GUIDANCE SEMINARS**

DESCRIPTION: The plan provided for exploring aspects of subject selection as a substitute for the traditional plan of curriculum selection. The intent was to enhance flexibility in educational planning. A high degree of involvement of pupils, parents, teachers, and counselors was basic to the arrangement.

The setting down of general guidelines for a sound secondary guidance program was a primary goal.

1968 **PHILADELPHIA**

SUBJECT MATTER: **GUIDANCE A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **SELECTED SURVEYS AND STUDIES WITH IMPLICATIONS FOR GUIDANCE**

DESCRIPTION: The booklet summarizes data from some of the studies made during the ten-year period from 1956 to 1965; a composite record of activity is available in the search for improved results of pupil personnel work which may serve as a springboard for further studies.

1965 **CHICAGO**

Available for sale.

SUBJECT MATTER: **GUIDANCE (SELF-IMAGE) A/L TEACHER/STUDENT (JUNIOR HIGH SCHOOL)** Medium: **WORKSHOP**

TITLE: **SELF-IMAGE IMPROVEMENT PHASE OF THE MASSIVE PROGRAM TO UPGRADE ACHIEVEMENT IN BASIC SKILLS**

DESCRIPTION: Through the use of carefully-selected literature and teaching techniques, the program attempted to improve the self-image of educationally-handicapped pupils who are members of minority groups.
Personnel from four junior high schools were involved in getting the program underway.

1966 **PHILADELPHIA**

SUBJECT MATTER: **GUIDANCE A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **TENTATIVE IN-SERVICE TRAINING MANUAL FOR ATTENDANCE OFFICERS**

DESCRIPTION: An overview is presented of the general functioning of the school system. Within this context understandings needed by officers are outlined. In addition, routines and resources are indicated.

1964 **CHICAGO**
Available for sale.

SUBJECT MATTER: **GUIDANCE A/L STUDENT (HIGH SCHOOL DROPOUT)** Medium: **PAMPHLET**

TITLE: **TIPS**

DESCRIPTION: Timely tips are provided for the sixteen-year-old who is leaving school. His concerns with job placement, evening classes, military service, and apprenticeship or manpower development programs are anticipated. Information is presented which will be of use in making an adjustment.

1960 **CHICAGO**
Available for sale.

SUBJECT MATTER: **GUIDANCE A/L STUDENT** Medium: **PAMPHLET**

TITLE: **URBAN YOUTH PROGRAM**

DESCRIPTION: This pamphlet summarizes the extensive program which has been developed for youth, sixteen to twenty-one years of age, who have dropped out of school. Vocational insights and competencies are significant goals.

1965 **CHICAGO**
Available for sale.

SUBJECT MATTER: **GUIDANCE A/L STUDENT (8)** Medium: **PAMPHLET**

TITLE: **WHAT NEXT FOR THE 8TH-GRADE GRADUATE?**

DESCRIPTION: Eighth-grade students participate in a group guidance session related to the transition to high school. This publication is used in conjunction with such sessions; the material becomes the property of the youngsters.

1950 **CHICAGO**
Available for sale.

SUBJECT MATTER: **CAREER GUIDANCE A/L TEACHER/STUDENT/ADMINISTRATOR/ PARENT (9-12)** Medium: **FILM**

TITLE: **WORLD OF WORK**

DESCRIPTION: This series for 8th-, 9th-, and 10th-grade students has been developed to assist youngsters in gaining a deeper understanding of various growing and vital occupational areas. The programs are designed to explain how the needs and requirements of industry are constantly changing in terms of personnel, education, and training.

1966 **NEW YORK CITY**
Available for sale and rental.

SUMMARY

The significance of guidance materials is unquestioned; relevant items are available in almost every context. Teachers, parents, students, and the community are all given consideration. Post-high school problems are now important targets. And it is interesting to note that there is increasing involvement of parents at all levels in various guidance programs. Group as well as individual guidance procedures are being practiced.

Guidance is making an impact at the elementary school level. It is felt that one of the first needs for guidance is in terms of smoothing the transition from home to school when the child enters the kindergarten. Along with this trend, there is a movement of guidance away from vocational and educational matters to considerations of growth and development. However, much emphasis still is to be found in the career categories. Yet, family care and guidance in relation to the growth of children toward maturity are readily noted in the materials which were reviewed.

There are many specific and general concerns. Role models are used with inner-city youngsters to motivate them to achieve to their potential—to elevate the levels of aspiration. Remedial and enrichment classes are reinforced by the availability of psychological services, field trips, and community resource people. Literature is used to assist economically-disadvantaged children improve their self-image and learn more about themselves. Guidance services are available with respect to military obligations, apprenticeships, and manpower centers. The factor of mobility as it relates to achievement is shared with parents so that solutions can be found.

School personnel are being given insights into sensitive areas so that masses of students may be helped. At least one school system has made an arrangement whereby an "outside" agency is under contract to assist in the training of teachers in guidance procedures and techniques.

KEY IDEAS

Post-high school
Community
Parent
Group guidance
Individual guidance
Home/Kindergarten
Elementary level
Growth and development
Guidance toward maturity
Role models
Inner-city
Psychological services
Literature
Self-image
Field trips

VI
HEALTH, SAFETY, PHYSICAL EDUCATION

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (K-3)** Medium: **MANUAL**

TITLE: **A GUIDE FOR THE TEACHING OF PHYSICAL EDUCATION—GRADES KINDERGARTEN, ONE, TWO AND THREE**

DESCRIPTION: The purpose of this publication is to provide every classroom teacher with adequate information to make each daily lesson a significant one. Characteristics of the child at each level are described. Organization of the total program and the daily lesson are also reviewed. Specific stunts and games, apparatus, skills and other elements are all included.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (4-5-6)** Medium: **MANUAL**

TITLE: **A GUIDE FOR THE TEACHING OF PHYSICAL EDUCATION—GRADES 4, 5 AND 6**

DESCRIPTION: The philosophy, objectives, and organization of the program are delineated. Specific units are devoted to describing the physical education program by grade level; the basic program and stunts are explained. Basic skills and a testing program are also presented. Diamond, basketball, and volleyball court units are included. Moreover, there are descriptions of games on circles and squares. There is also discussion related to various kinds of dancing. The guide contains "rainy day" lessons.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **A MANUAL FOR CHEERLEADERS, DRILL TEAMS, AND MAJORETTES**

DESCRIPTION: This manual has been developed for all teacher personnel responsible for the supervision of such extra-curricular secondary school activities as: Cheerleaders, Drill Teams, and Majorettes. Its contents include the philosophy and objectives of such programs within the secondary school organization and guidelines to sponsors for: student selection, training practice, performance sessions, tryout procedures, uniform selection, and other pertinent information. A special section is devoted to personal responsibilities of the faculty sponsor and suggested rules of conduct for student personnel. The Appendix contains sample forms and reports for use with these student groups such as: permission and health forms, application for membership, personal reference report, parents' permission slip, and tryout rating procedures.

1967 **CLEVELAND**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **ADMINISTRATIVE GUIDELINES FOR PHYSICAL EDUCATION IN THE JUNIOR HIGH SCHOOL**

DESCRIPTION: The guide provides a philosophical statement about the place of physical education in the junior high school curriculum. Moreover, it emphasizes certain needs and characteristics of adolescence. Finally it underscores the important concepts of physical education at this level; the emphases include teaching to provide for the need of mastering certain physical skills, hygenic practices, wholesome attitudes of competition and social inter-relationships, etc.
Resource materials include a bibliography as well as a list of relevant films.
Guidelines are provided for organizing and evaluating the program.

1968 **DETROIT**

SUBJECT MATTER: **DRIVER EDUCATION A/L TEACHER/ADMINISTRATOR (9-12)** Medium: **MANUAL**

TITLE: **ADVANCES PROGRAM FOR DRIVERS' EDUCATION**

DESCRIPTION: The guidelines indicated in this manual are those important in the development of responsible, effective, drivers. All basic areas of driving and driver responsibility are presented, i.e., city driving, rural driving, parking, maintenance and operation, and other relevant considerations.

1964 **MEMPHIS**

SUBJECT MATTER: **HEALTH EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **ALCOHOL EDUCATION—A RESOURCE BOOK FOR TEACHERS**

DESCRIPTION: This manual is to be considered a resource book from which teachers can draw material for appropriate study in all subject-matter areas, and is intended to assist San Francisco teachers in carrying out those provisions of the education code that require instruction of the nature of alcohol and its effects upon the human system as determined by science.

Discussion questions have been designed to lead classes into reading accurate and scientific accounts of the problems in books suitable to the age of the pupils. The alcohol problem is first defined in the local setting. Then, teenage drinking is considered. Legal and moral aspects of consuming alcohol are also reviewed.

1956 **SAN FRANCISCO**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (6)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **BECOMING AWARE OF THE HEREDITY FACTOR AND ITS INFLUENCE UPON REPRODUCTION**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the *Curriculum Guide for Science* Grades 4, 5, 6, and deals with the various aspects of family life education which are appropriate for children in grade 6.

1967 **CHICAGO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **DANCE—BOYS OR GIRLS**

DESCRIPTION: This manual contains units of instruction in coed social dance, folk dance, rhythmic activity, and square dance. Each section has its own table of contents; an instructional plan is standard throughout, and certain elements such as desired outcomes, contents, methods, and instructional aids are found at the beginning of each section.

There is a section on evaluation and motivation. And provision is made for resource information such as bibliographies, visual aids, etc.

1956 **SAN FRANCISCO**

SUBJECT MATTER: **HEALTH (DRUGS) A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **BULLETIN**

TITLE: **DEVELOPING AN AWARENESS OF DRUG ABUSE PROBLEMS**

DESCRIPTION: This report describes a program sponsored jointly by the Los Angeles City Schools and the Los Angeles City Police Department. It defines the seriousness of the drug problem among school age youth. Information is provided about the number of casses involving the use of narcotics and dangerous drugs among juveniles.

A series of questions and answers defines various facets of the program. For example, drug abuse is reviewed, and the most commonly used drugs are described. The school's role in the prevention of drug abuse is explored. Insights are given with respect to youngsters who may have problems; referral methods are suggested. An extensive glossary is included.

LOS ANGELES CITY SCHOOLS AND
LOS ANGELES CITY POLICE DEPT.

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (SECONDARY)** Medium: **RESOURCE UNIT**

TITLE: **DEVELOPING AN UNDERSTANDING OF THE COMMUNITY LIFE: HUMAN REPRODUCTION**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the Curriculum Guide for Science, Biology for the Secondary Schools and deals with the various aspects of family life education, including sex education.

CHICAGO

SUBJECT MATTER: **DRIVER EDUCATION A/L STUDENT (10, 11, 12)**
Medium: **TELEVISION/MANUAL**

TITLE: **DRIVER EDUCATION FOR YOU**

DESCRIPTION: Driver education is taught to help students acquire the skills and attitudes necessary for the safe and efficient operation of an automobile.
A total of twelve lessons are broadcast to students during the summer school. Guides are provided for the teachers to use in conjunction with the program.

1964 **MILWAUKEE**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L**

TITLE: **TEACHER PRINCIPAL PARENT** Medium: **MANUAL**

DESCRIPTION: These mimeographed materials are used in various phases of the program in Family Life Education including sex education.

1966 **CHICAGO**

SUBJECT MATTER: **PHYSICAL EDUCATION (TV) A/L PUPIL (4-6)** Medium: **MANUAL**

TITLE: **FAMILY LIFE EDUCATION**

DESCRIPTION: A series of eight television lessons has been taped for viewing by upper elementary grades; they deal with the development of positive attitudes towards the sexuality of the male and of the female. The master teacher assigned to the Cleveland Health Museum has been the individual who has presented these lessons over Station WVIZ-TV. A teacher guide for this series is being planned for the school year 1968-69.

1968 **CLEVELAND**

SUBJECT MATTER: **FAMILY LIFE A/L TEACHER (K-6)** Medium: **MANUAL**

TITLE: **FAMILY LIFE EDUCATION (TENTATIVE)**

DESCRIPTION: The major goal of this material is to assist the individual to learn to live and work with his family, friends, and colleagues in an ever-widening area. Three significant concepts are listed for which understandings and content are outlined. These concepts are as follows:

I Family living influences one's attitudes, values and behavior.
II Growth and development is personal, unique, and a natural life process.
III Successful living requires sound personal-social relationships.

A list of relevant audiovisual materials completes the guide.

1967 **BALTIMORE**

SUBJECT MATTER: **FAMILY LIFE A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **FAMILY LIFE EDUCATION (TENTATIVE GUIDE)**

DESCRIPTION: This material seeks to help the individual learn to live and work with his family, friends, and colleagues. It has been developed on the basis of three major concepts which are listed below:

I Family living influences one's attitudes, values, and behavior.
II Growth and development is personal, unique, and a natural life process.
III Successful living requires sound personal-social relationships.

1967 **BALTIMORE**

SUBJECT MATTER: **SEX EDUCATION A/L TEACHERS/ADMINISTRATOR (PRE-SCHOOL-12)**
Medium: **MANUAL**

TITLE: **FAMILY LIVING INCLUDING SEX EDUCATION**

DESCRIPTION: This course of study includes a presentation of the importance of understanding of sex as it relates to wholesome living, ethical and social maturity, as well as the reproductive process.
It aims to help children grow in understanding as they relate to being good family members.

1967 **NEW YORK CITY**
Available for sale $3.00.

SUBJECT MATTER: **FIRE PREVENTION A/L TEACHER (ELEMENTARY AND SECONDARY)** Medium: **MANUAL**

TITLE: **FIRE PREVENTION—A RESOURCE BOOK FOR TEACHERS**

DESCRIPTION: Causes and prevention of fires are fully explored. There is a checklist of procedures to be followed in an emergency.
The appendices contain a definition of terms and a description of possible demonstrations—as well as check-lists of fire hazards.
Resource materials are listed.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (4-6)** Medium: **MANUAL**

TITLE: **FOOTBALL UNIT FOR ELEMENTARY GRADES**

DESCRIPTION: To facilitate the correct instruction of football in the elementary schools, this teaching guide has been developed to aid the physical education teacher of the 4th, 5th and 6th grades. Its general contents include objectives, guidelines, and terminology. For each grade level basic skills, skill practices, skill relays, group games, and Lead-up games are described.

1967 **CLEVELAND**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (8)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **GAINING AN UNDERSTANDING OF OUR PERSONAL ABILITIES AND SOCIAL RELATIONSHIPS**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the Curriculum Guide for Science, Grades 7 and 8, and deals with the various aspects of family life education which are appropriate for children in grade 8.

1968 **CHICAGO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **GYMNASTICS FOR BOYS**

DESCRIPTION: This guide contains units of instruction in stunts, tumbling, exercises, rope climbing, apparatus, etc. Methods of organizing gymnastics classes are discussed; procedures are defined in terms of overall structure as well as in specific activity areas. Tumbling and pyramid sequences (7th through 12th grades) and apparatus sequences for the same range of grades are included.
There is a section on evaluation and motivation. The Appendix lists a number of resources.

1956 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **GYMNASTICS FOR GIRLS**

DESCRIPTION: This manual contains units of instruction in apparatus, body mechanics, gymnastic marching, stunts, and tumbling. General information and organization are presented. The instructional plan includes commentary on desired outcomes, safety precautions, terminology, and content. Specific information is provided on climbing ropes, parallel bar, horizontal bar, etc.
A section on instructional aids is provided; attention is also given to motivation and evaluation.

1956 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **HANDBOOK OF PROCEDURES FOR SECONDARY SCHOOL PHYSICAL EDUCATION DEPARTMENT**

DESCRIPTION: The philosophy, objective, and organization of the physical education program are discussed. Implementation of the program is also reviewed.

The manual deals with equipment and supplies, safety and security, and various procedures related to physical education. A special section is devoted to reference materials.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **HANDBOOK OF PROCEDURES FOR SECONDARY SCHOOL PHYSICAL EDUCATION DEPARTMENTS**

DESCRIPTION: This manual details the procedures to be followed in the total scope of the physical education program. Philosophy and objectives are listed. Instructions regarding requisition procedures, requests for new physical education equipment, and the repair of such equipment are among the items of information contained in the manual.

Attention is given to safety and security, accident procedures, etc.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **HEALTH AND FAMILY LIFE EDUCATION A/L TEACHER/ADMINISTRATOR (K-12)** Medium: **BULLETIN**

TITLE: **HEALTH AND FAMILY LIFE EDUCATION CURRICULUM, GRADES K-12 (TENTATIVE)**

DESCRIPTION: The main topics covered are human growth and development, the family, and the community.

A chart in the bulletin indicates where certain aspects are taught—by grade level. Essential topics are included in courses all students are required to take.

1968 **SAN FRANCISCO**

SUBJECT MATTER: **HEALTH EDUCATION A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **HEALTH EDUCATION**

DESCRIPTION: This material was developed to meet the health needs of children in grades 7-12. The point of view presented is that the primary function of health education is the promotion of health. Important health concepts are presented that will evoke intelligent personal opinions and decisions for action on the part of the students.

1968 **BUFFALO**

SUBJECT MATTER: **HEALTH EDUCATION A/L TEACHER/ADMINISTRATOR/PARENT/COMMUNITY** Medium: **BULLETIN**

TITLE: **HEALTH EDUCATION IN THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

DESCRIPTION: The booklet describes the health program of the San Francisco School District. Included is information on health, instruction, health services, school environment, lunch program, physical education, community health agencies, and coordination of the total school health program.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (1-9)** Medium: **MANUAL**

TITLE: **HEALTH EDUCATION—THE URBAN CHILD**

DESCRIPTION: An attempt is made in this guide to deal with realistic situations. The introduction preceding each of the units describes the environment of the urban child and some of his basic problems. Following each introduction, a sociometric system of survey questions is listed which will indicate to the classroom teacher those areas that need strengthening. At the conclusion of each unit an evaluation sheet is suggested to determine the degree of success attained by the child in improving his personal health habits.

1968 **CLEVELAND**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER (11)** Medium: **MANUAL**

TITLE: **THE HEALTH HAZARDS OF SMOKING**

DESCRIPTION: The purpose of this supplementary unit on smoking for the secondary schools is to present an objective, unemotional, and authoritative approach about the facts on smoking and health. The teacher uses only those portions of the unit deemed to be most practical and valuable for his particular class.

1965 **CLEVELAND**

SUBJECT MATTER: **HEALTH (SEX EDUCATION) A/L TEACHER (4-6)** Medium: **MANUAL**

TITLE: **HUMAN GROWTH AND DEVELOPMENT**

DESCRIPTION: The Buffalo Public Schools have introduced a program in Human Growth and Development (Sex Education) on a pilot basis in seven schools. Although plans call for a complete interrelated program for grades K-12, instruction was started at the 5th and 6th grade level this year.

During the summer of 1967 a committee of teachers, developed the general outline for a K-12 program. This program is divided into four segments K-3, 4-6, 7-9, 10-12. The 4-6 grade segment dealing with human growth and development was then developed in detail and has served as the basis for instruction.

1968 **BUFFALO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **INDIVIDUAL AND DUAL SPORTS FOR BOYS AND GIRLS**

DESCRIPTION: This manual consists of several sections in which acquatics, archery, badminton, bowling, and tennis are reviewed. A grade placement chart is found in each section as is a list of suggestions for organizing the activity. An instructional outline covers details such as safety, synchronized swimming, evaluation, motivation, etc.

1956 **SAN FRANCISCO**

SUBJECT MATTER: **DRUGS A/L STUDENT (6)** Medium: **MANUAL/ITV**

TITLE: **ITV DRUG ABUSE PROGRAM**

DESCRIPTION: This program develops a decision-making rationale to structure an approach for student formulation of attitudes and knowledge and is applied to combat drug abuse. ITV will be integrated with other materials as a classroom tool to motivate and present the drug abuse situation, the problem, and some factual information. Student ideas and feelings will structure questions for student contribution of values and ideas in an open-end inquiry and discussion period.

1968 **SAN DIEGO**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (1)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **LEARNING ABOUT HUMAN AND ANIMAL FAMILIES**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the CURRICULUM GUIDE FOR SCIENCE, KINDERGARTEN AND PRIMARY ONE, and deals with the various aspects of family life education which are appropriate for children in grade 1.

1968 **CHICAGO**

SUBJECT MATTER: **PHYSICAL EDUCATION (OUTDOOR EDUCATION AND CAMPING PROGRAM) A/L TEACHER/ADMINISTRATOR/STUDENT** Medium: **PACKET**

TITLE: **LEARNING IN CAMPING—INFORMATION AND GUIDELINES**

DESCRIPTION: This packet presents program information and guidelines through basic conceptualism significant to the modern camp. The material is intended to provide direction to administrators, teachers, and students to enhance individual involvement. The design of this material is supportive to the individual requirements of each participating school.

1966 **CHICAGO**
Available on complimentary basis—ONE COPY ONLY.

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (K)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **LEARNING MORE ABOUT HUMAN AND ANIMAL FAMILIES**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the CURRICULUM GUIDE FOR SCIENCE, KINDERGARTEN AND PRIMARY ONE, and deals with the various aspects of family life education which are appropriate for children in kindergarten.

1968 **CHICAGO**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (7)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **LEARNING MORE ABOUT HUMAN AND ANIMAL FAMILIES**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the Curriculum Guide for Science, GRADES 7 AND 8, and deals with the various aspects of family life education which are appropriate for children in grade 7.

1968 **CHICAGO**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (5)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **LEARNING MORE ABOUT HUMAN GROWTH AND DEVELOPMENT**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the Curriculum Guide for Science, Grades 4, 5, 6, and deals with the various aspects of family life education which are appropriate for children in grade 5.

1966 **CHICAGO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **LESSON PLAN FOR BASIC GYMNASTICS**

DESCRIPTION: This manual contains a list of basic objectives in gymnastics. Moreover, there is a detailed description of ways of organizing classes. Safety precautions and a chart dealing with the scope and sequence of activities are among the many items reviewed. Equipment is also specified; care and maintenance are indicated.

MEMPHIS

SUBJECT MATTER: **HEALTH-RADIO A/L TEACHER (7-8)** Medium: **MANUAL**

TITLE: **LET'S DISCUSS IT—SERIES II—HEALTH—GRADES 7-8**

DESCRIPTION: Through a series of skits, LET'S DISCUSS IT handles many of the problems which 7th and 8th graders encounter. Students are shown that emotions are human, but that everyone must learn how to channel his feelings. The programs are designed as take-off points for discussions specifically suited to the needs of youngsters. Relevant questions provided in the manual give a clue as to the directions such discussions might take.

ST. LOUIS
Available on complimentary basis

SUBJECT MATTER: **HEALTH (LSD) A/L TEACHER** Medium: **MANUAL**

TITLE: **LSD**

DESCRIPTION: This document provides background information on the development of LSD. In addition, information is provided not only on the effects of LSD, but also on how to identify it. Legal implications, forms of the drug, a list of definitions, and a question and answer section complete the overview.

1966 **LOS ANGELES**

SUBJECT MATTER: **FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION) A/L TEACHER (9)** Medium: **MANUAL (RESOURCE UNIT)**

TITLE: **MY HEALTH PROBLEMS—GROWING UP**

DESCRIPTION: This material was written as a resource unit for teachers. It is a supplement to the CURRICULUM GUIDE FOR HEALTH AND SAFETY EDUCATION, Grades 9-12, and deals with the various aspects of family life which are appropriate for students in grade 9.

1968 **CHICAGO**

SUBJECT MATTER: **PHYSICAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **MINIMUM STANDARDS IN PHYSICAL EDUCATION**

DESCRIPTION: Minimum movement standards have been suggested for all school levels. The purpose is to assist the teacher in knowing what skills are to be expected when the students are graduated from elementary, junior high, and senior high school. Various series of progressions from the simple to the complex have been prepared for all activities of the physical education program. Sections are included on the definition of physical education, philosophy of physical education, and the place of supervision in physical education.

Suggested organizational charts and methods of evaluation serve to complete the guide which was a product of the cooperative efforts of teachers and supervisors.

DETROIT

SUBJECT MATTER: **HEALTH EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **NARCOTICS AND DANGEROUS DRUGS—A RESOURCE BOOK FOR TEACHERS**

DESCRIPTION: This manual is to be considered a resource book from which teachers can draw material for appropriate study in all subject-matter areas. The goal of the material is to bring the dangers of narcotics to the attention of youngsters at times felt to be appropriate by the teacher.

Reliable information about narcotics and other dangerous drugs normally is difficult for teachers to secure; however, pertinent information has been assembled in this manual for easy reference by the teacher.

The drug problem, with its many dimensions, is defined; for example, causes of drug addiction and control of such addiction are explored.

The relationship of school to the drug problem, and the nature and effects of narcotics are also considered.

Appendices include suggestions for various activities as well as a listing of resource materials.

1957 **SAN FRANCISCO**

SUBJECT MATTER: **ASTRONOMY PLANETARIUM (OUTDOOR EDUCATION AND CAMPING PROGRAM) A/L TEACHER/STUDENT** Medium: **PORTATARIUM**

TITLE: **PORTATARIUM (r)—AKRON SCIENTIFIC CORPORATION, AKRON, OHIO**

DESCRIPTION: This planetarium has been developed by the company (with reciprocal cooperation and testing by the Chicago Outdoor Education and Camping Program) to simulate the celestial sphere with a simple, teacher-operated projection unit. It brings to children many significant facts and concepts relative to astronomy. The unit is air-suspended and designed for acoustical excellence; it accommodates about thirty seated children. Transfer of celestive learnings may be easily accomplished in the resident camp climate. The equipment may also be used as a classroom laboratory (acoustical chamber) for all disciplines and exceptional children (hearing).

1967 **CHICAGO**

SUBJECT MATTER: **HEALTH OCCUPATIONS A/L TEACHER** Medium: **REPORT**

TITLE: **SURVEY OF CURRENTLY EMPLOYED NURSE AIDES IN CHICAGO**

DESCRIPTION: This is a report of a study of over 1100 currently employed nurse aides to determine thresholds for general mental ability and reading levels. Personal characteristics tested against performance ratings were age, length of present employment, marital status, birth place, level of education, and number of dependents. The nurse aides were rated by their supervisors on seven nursing performance items.

1966 **CHICAGO**
Available on complimentary basis

SUMMARY

Health, safety, and physical education are grouped in this section. This arrangement has been established for purposes of expediency in developing this report. Various cities have an organization which would not necessarily conform to this pattern. Special mention must be made of family life and sex education in this regard—designations which are sometimes used synonymously. This generalized subject-matter area is oftentimes associated with several disciplines e.g., sex education is often found under the umbrella of the science program. However, family life and/or sex education have been associated with health concepts in this document; it is conceded that other arrangements are equally justifiable.

As suggested above, there seems to be a trend which would identify sex education with the general health program; emerging curriculums reveal a concern along the entire preschool-high school spectrum for the family life area. An awareness of sex in its total dimensions is emphasized, i.e., physical, ethical, and social aspects are stressed. Human growth and development receive specific attention.

Emotional and physical aspects of health receive much consideration. Children not only have an opportunity to learn about controlling their emotions and feelings, but also about the hazards related to drugs, alcohol, and smoking. For example, there are extensive materials which deal with the types of drugs and the development of proper attitudes to combat their use. Legal implications are reviewed, and the relationship of school, student, and community is explored; special attention is given to LSD. Some materials provide information about career opportunities in the field of health. Agencies, services, and concepts are discussed.

Safety education is, of course, pervasive. Courses in driver education seem to be a focal point in curriculum building; maintenance and service, city driving, and driver responsibility are some of the areas covered. There is an emphasis on skills and attitudes. Attention is also given to fire prevention. Causes and prevention of fires are reviewed. Checklists, fire hazards, and emergency procedures are representative of the topics treated.

Physical education is defined specifically and in terms of general concepts at all grade levels. There is discernible emphasis given to primary levels. Hygienic practices, competition, and special attitudes are all considered. Conceptual aspects are based upon relevance to daily living. Stunts, rope climbing, apparatus, and tumbling are elements discussed with respect to gymnastics; sequences and evaluational dimensions are explored. Included in the emphases are general rhythmic activities and many forms of dancing. A unit on football at the elementary level is provided. Other facets in this area deal with the cheerleader, drill team, and majorette. Dual sports, also, are reviewed; archery, bowling, and badminton are examples.

Camping and outdoor education are apparently growing; attitudes and skills are involved. An interesting development is related to the Portatarium, a planetarium which is being used in conjunction with an outdoor education and camping program. The study of astronomy in this context implicitly suggests the trend toward interdisciplinary study.

KEY IDEAS

Family life/Sex education
  Physical
  Social
  Ethical

Emotions

Drugs
Smoking
Alcohol
} Legal implications
} Social implications

Driver education

Fire prevention

Concepts

Sequence

Hygienic practices

Gymnastics

Rhythmic activities

Evaluation

Football/Elementary

Dual sports

Camping/Outdoor
  education—
    Astronomy

Physical education/
  Primary emphasis

VII
MATHEMATICS

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/STUDENT (5-6)** Medium: **TEST SHEETS**

TITLE: **ACHIEVEMENT TESTS GRADES 5 AND 6**

DESCRIPTION: Mathematics achievement tests have been developed to help the teachers evaluate the degree to which the objectives of the grade level have been mastered by the pupils. The three sections of the test—Concepts, Word Problems, and Computation—relate specifically to subject matter outlined in a Teacher's Guide for each particular grade. Tests are based on 100 points for easy conversion to percentage marks. These tests are administered three or four weeks before the end of a given semester so that teachers have an opportunity to clarify concepts and/or processes which the children find difficult.

CLEVELAND

SUBJECT MATTER: **PLACE VALUE AND NUMERATION A/L TEACHER/STUDENT (ELEMENTARY AND SECONDARY)** Medium: **WORKBOOK PROGRAMED**

TITLE: **ADA HAM'S CANDY SHOP: LESSON IN PLACE VALUE AND BASE FIVE NUMERATION**

DESCRIPTION: This program is designed for pupils who need to increase their computational skills and their understandings of the positional place value system. The goal of the program is to enable the pupil to convert base five numerals of not more than four digits, written as groups of 125's, 25's, 5's, and 1's, to base ten numerals. In addition, he is to be able to write base ten numerals as expanded numerals in base five (although they are not named or identified as such by the program.)

The material is organized into small units called frames; this orderly sequence in terms of difficulty permits the pupil to progress from one point in the program to the next.

1968 **LOS ANGELES**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/ADMINISTRATOR (JUNIOR HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **ADDENDUM TO BASIC MATHEMATICS ESSENTIALS GUIDE FOR JUNIOR HIGH SCHOOLS, GRADES 7, 8 and 9**

DESCRIPTION: The addendum has been developed to serve as supplementary material to the BASIC MATHEMATICS ESSENTIALS GUIDE FOR JUNIOR HIGH SCHOOLS. Contents focus on applications for problem solving. The rest of the guide is devoted to a listing of relevant vocabulary, an analysis of the Stanford Achievement Test, and procedures for establishing a testing program. The guide is concluded with a list of materials and resources.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **APPLIED MATHEMATICS COURSE OF STUDY**

DESCRIPTION: This course of study has been written with special consideration for the pupil who has an adverse attitude toward the subject of mathematics. It has been designed to create and develop a genuine interest in learning.

The program is geared to preparing pupils for definite job skills. There are two separate sections in the manual which are designed to help teacher and student achieve this goal. Part One is the outline for Applied Mathematics, Part Two is the Daily Developmental Exercises.

After the Daily Developmental Exercise is finished at the beginning of each class period, the teacher refers to the Applied Mathematics section of the course of study. This section is constructed in such a way that each idea or skill can be developed and completed within one daily lesson. An attempt has been made to associate a certain lesson with some area of interest or need at a particular time of the year, for example, income tax time.

1967 **PITTSBURGH**

SUBJECT MATTER: **ARITHMETIC A/L TEACHER (K)** Medium: **MANUAL**

TITLE: **AREAS OF ARITHMETIC TO BE PRESENTED IN KINDERGARTEN**

DESCRIPTION: In this bulletin an outline of the areas of arithmetic to be explored and presented is developed; suggested activities are also included. Both planned and incidental number experiences are defined. The guide contains information dealing with correspondence of sets, subsets, property of sets, positional relations, and various comparisons. Geometric figures and problem solving are also included.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **ARITHMETIC A/L PUPIL (ELEMENTARY)** Medium: **CARDS**

TITLE: **ARITHMETIC CARD GAMES W L P BOARDMAN SCHOOL**

DESCRIPTION: Arithmetic card games for elementary school children have been adapted from games familiar to children and young adults. These games represent not only an enjoyable social experience for pupils, but they also serve as an interesting school or home activity for enhancing facility with number facts. Students are encouraged to design new games and/or modify existing rules of any given games.

BOSTON

SUBJECT MATTER: **ARITHMETIC A/L STUDENT (ELEMENTARY)** Medium: **TV MANUAL**

TITLE: **ARITHMETIC FOR YOU**

DESCRIPTION: A total of 120 lessons is broadcast to students during the school year. The time spent viewing the telecast is considered part of the allotted time for arithmetic instruction. These lessons are designed to (1) provide ideas which will enrich and strengthen the understandings and concepts of a modern mathematics program, (2) stimulate interest and encourage pupils to develop and improve processes of thinking as they participate in classroom activities, (3) give further direction in developing the "big ideas" or major concepts of modern mathematics, and (4) supplement the textbook. Guides are provided for use in conjunction with the programs.

1960 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **THE ART OF QUESTIONING IN MATHEMATICS: USING QUESTIONS TO PROMOTE MORE MATURE WAYS OF THINKING IN MATHEMATICS**

DESCRIPTION: This bulletin has been developed to assist teachers to stimulate and promote more mature ways of thinking in mathematics. The learning levels discussed in this bulletin are those presented in the TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK I: COGNITIVE DOMAIN edited by Benjamin S. Bloom. An important goal of the publication is to show how the questions teachers ask and the responses pupils make can be evaluated to provide a basis for promoting more mature ways of thinking in mathematics. Relationship of knowledge, comprehension, application, analysis, synthesis and evaluation are explored. Sample lessons from grades 1 through 6 are included.

1967 **LOS ANGELES**

SUBJECT MATTER: **MATHEMATICS A/L PUPIL (ELEMENTARY)** Medium: **GAMES**

TITLE: **ATTRIBUTE GAMES AND PROBLEMS W L P BOARDMAN SCHOOL**

DESCRIPTION: An array of materials and correlated activities have been developed to emphasize pattern identification. Pupils are encouraged to look for patterns as they attempt to classify various sets and subsets.

BOSTON

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **BASIC MATHEMATICS ESSENTIALS GUIDE FOR JUNIOR HIGH SCHOOLS—BOOK ONE, SEVENTH GRADE—FOR TRIAL USE**

DESCRIPTION: This preliminary edition of a 7th grade mathematics guide has been made available in all junior high schools on a trial basis. The major emphasis of the guide is directed toward the outlining of a concise, sequential program of basic mathematical concepts and computational skills.

First and second-half 7th grade study areas are designated, e.g., number notation, whole numbers, fractions, decimals, geometry, graphs, measurement, etc.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/ADMINISTRATOR (8)** Medium: **MANUAL**

TITLE: **BASIC MATHEMATICS ESSENTIALS GUIDE FOR JUNIOR HIGH SCHOOLS BOOK II, EIGHTH GRADE—FOR TRIAL USE**

DESCRIPTION: The major emphasis of the guide is directed toward the outlining of a concise, sequential program of basic mathematical concepts in computational skills. The material has been developed for the low 8th grade, first half. Two sections are provided in each skill area: the low-grade equivalent and half-grade equivalent. Percent, measures, mensuration, and geometry are among the areas discussed. A special section on references is also included.

1968 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/STUDENT (6)** Medium: **MANUAL/WORKSHEETS**

TITLE: **A COMPUTATION SKILLS IMPROVEMENT PROGRAM—GRADE 6 REGULAR YEAR**

DESCRIPTION: A series of short practice drills have been prepared for use in Grade 6. These are used for a few minutes during three or four instructional periods per week. They are prepared in pads of 4 only.

1967 **SAN DIEGO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (7-10)** Medium: **MANUAL**

TITLE: **THE COMPUTER AS AN AID IN TEACHING MATHEMATICS**

DESCRIPTION: The need for computer education is amply documented. The capabilities of the computer are described, and various operational procedures are presented. Looping the single-loop processes and the nested-loop process are defined. Number notation systems, aids to using the computer, and Fortran programing are reviewed. The Appendix contains a list of popular computer languages, a glossary, a table of powers of 2, and a bibliography. A set of worksheets accompanies the program.

1967 **LOS ANGELES**

SUBJECT MATTER: **ALGEBRA A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **CONCEPTS OF EQUATION AND INEQUALITY**

DESCRIPTION: This material has been structured as a sample classroom unit for use with algebra classes. The assumption is that natural numbers, fractions and their decimal expression, and directed (positive and negative) numbers have been studied. It is also assumed that cummutative, associative, and distributive laws have been treated and that the first actions of exponents and terms, and the meanings of certain grouping symbols have been presented. A number of exercises have been included. Specific attention is given to variables and symbolism. Answers to exercise material are also available.

1958 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **DIRECTION, MOTION AND THE NUMBER LINE**

DESCRIPTION: This guide demonstrates how the number line may be used as an instrument for conveying the basic concepts involved in operations with direct numbers. When presented slowly, and with an abundance of reinforcing exercises, the approach has been successful even with the low achiever. Once a point of origin has been identified in the number line, two basic thoughts emerge: (1) direction—right and left, (2) this direction will imply motion. The plan described differs from many others in that it combines physical student participation with the use of the number line.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (ELEMENTARY)** Medium: **TRANSPARENCY MASTERS**

TITLE: **ELEMENTARY MATHEMATICS SERIES**

DESCRIPTION: This item consists of transparency masters which are used by individual teachers to prepare projectuals for classroom use. The series includes: Vol I. Use of the Hundred Chart (42 projectuals), Vol. II. Fractional Numbers (42 projectuals), Vol III. Use of the Array (36 projectuals), and Vol IV. Geometry (36 projectuals).

1967 **BALTIMORE**
Not available for distribution

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **ELEMENTARY OPERATIONS IN LOGIC**

DESCRIPTION: A comprehensive discussion of sets is provided. There is an explication of infinite and finite sets. Equal sets, subsets, transitivity and syllogism, and related elements are reviewed. Exercise materials and answers have been incorporated in the guide.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/STUDENT (1, 2, 5, 6)**
Medium: **WORKBOOK/MANUAL**

TITLE: **ENRICHMENT MATHEMATICS FOR ELEMENTARY SCHOOLS**

DESCRIPTION: San Diego Unified Schools have developed several teaching units in enrichment mathematics for elementary pupils. These materials consist of an expendable workbook for pupils and a teachers' guide which contain suggestions as well as the answers for the exercises. Four units have been prepared for use during the regular school year. They are for use in Grades 1, 2, 3/4, and 5/6. The content for the materials for grades 1 and 2 consists of selected topics in geometry with some problem solving. The content in the units for Grade 3/4 includes variables, number patterns, coordinate graphing. sign numbers, and logical thinking. The unit for grades 5/6 consists of an extension of each of the variables, number patterns, topics in the Grade 3/4 units, topics of factors and primes, and geometry and measurement.

1967 **SAN DIEGO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/STUDENT (4 and 5)**
Medium: **MANUAL AND WORKBOOKS**

TITLE: **ENRICHMENT MATHEMATICS FOR ELEMENTARY SCHOOLS**
(Summer Session)

DESCRIPTION: These enrichment units have been prepared for grades 4 and 5: A UNIT ON PROBABILITY FOR USE IN SUMMER SCHOOL, MATHEMATICS TEACHING ENRICHMENT, GRADE 5; SUMMER SCHOOL MATHEMATICS ENRICHMENT, GRADE 4. These materials are planned for a six-week course in summer school, consisting of a forty to sixty minute daily instruction period. In addition to the class work, there are additional suggestions for individual work, projects, use of reference books, etc. The emphasis in the Grade 4 unit is geometric construction. Pupils are provided with compasses, straight edge, etc. In the 5th grade the pupil editor of SMSG Probability for the Intermediate Grades is provided for all pupils.

1965 **SAN DIEGO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (4-6)** Medium: **MANUAL**

TITLE: **ENRICHMENT OF MATHEMATICS—GRADES 4-6—ELEMENTARY CURRICULUM BULLETIN #1, SEPTEMBER 1963**

DESCRIPTION: The purpose of this bulletin is to provide enrichment in mathematics for students of high ability in grades 4 through 6. It helps in preparing such students to move with confidence into the SMSG or other advanced programs offered in the 7th grade. The suggestions are intended to supplement the course of study in arithmetic for the 4th, 5th and 6th grades. The content is also used in connection with the KOED Television programs. Topics include: numbers in operation, measurement, concept of sets, and geometry.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS—READING A/L TEACHER/ADMINISTRATOR/COMMUNITY (JUNIOR HIGH SCHOOL) LOW ACHIEVERS** Medium: **REPORT**

TITLE: **EVALUATION OF DEMONSTRATION PROGRAMS UNDER SENATE BILL 28, ARTICLE 5, IN SAN FRANCISCO JUNIOR HIGH SCHOOLS—JUNE 1967**

DESCRIPTION: This report contains an evaluation of demonstration programs in intensive instruction in reading and mathematics for low-achieving pupils in six junior high schools. The basic goals of the projects included the improvement of basic communication in computation skills. Moreover, emphasis was placed on the development of positive attitudes toward school and community. Ultimately, the projects attempted to provide meaningful experiences which related to the life of the individual in a successful way. Team teaching, pre-recorded mathematics tapes, the use of college student aids, and San Francisco State College involvement were blended in this innovative program.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **FACTORING A/L STUDENT (SECONDARY)** Medium: **WORKBOOK PROGRAMMED**

TITLE: **FUN WITH FACTORING**

DESCRIPTION: This program is designed for pupils who need to increase their computational skills and their knowledge of factors and factoring as preparation for a study of prime numbers, greatest common factors, and least common multiples. Upon completion of the program the pupil should be able to distinguish among factor and output and product, determine the missing factor when the product in one of the factors are given, find two factors when their product is a given number, list the factors of the number, and determine the number of different factors in a given product. The material has been structured into units called frames; these frames are set up in a sequence of increasing difficulty so that the pupil can progress from one point of the program to the next with minimal problems.

1966 **LOS ANGELES**

SUBJECT MATTER: **FUNCTION AND LIMIT A/L TEACHER/STUDENT** Medium: **MANUAL**

TITLE: **FUNCTION AND LIMIT**

DESCRIPTION: Two underlying concepts of calculus, function and limit are explored in this manual. Definitions are provided, distinctions are drawn between variable and a real variable. Limits and some theorems on limits are reviewed. A number of exercise materials are included in the document.

BALTIMORE

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/STUDENT (3-6)** Medium: **MANUAL/WORKSHEETS**

TITLE: **GUIDE FOR TEACHING MATHEMATICS IN THE SUMMER SCHOOL, BASIC SKILLS CLASSES—GRADES 3 THROUGH 6 (SUMMER SCHOOL)**

DESCRIPTION: A series of pupil materials and teacher editions have been prepared for use in the summer session. In these units the computational practice is presented in a variety of ways. Teachers are encouraged to use these specially-prepared units rather than the basic text which has been used during the year.

1965 **SAN DIEGO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (ELEMENTARY/JUNIOR HIGH)**
Medium: **WORKSHOP RESOURCE PEOPLE**

TITLE: **IMPROVING MATHEMATICAL SKILLS AND UNDERSTANDING OF PUPILS BY DEVELOPING LEADERSHIP IN MATHEMATICS AT THE SCHOOL LEVEL**

DESCRIPTION: The implementation of this project was based upon a number of elements including the Madison Project, workshop techniques, and university consultants. The major goal was to provide resources at the school level which would enable public and nonpublic school teachers to improve mathematics programs.
Each teacher took instructional material back to the home school to be used directly by children and for demonstration purposes with other staff members.

1968 **PHILADELPHIA**

SUBJECT MATTER: **COMPUTER MATHEMATICS A/L TEACHER/STUDENT** Medium: **MANUAL**

TITLE: **INTRODUCTION TO COMPUTER MATHEMATICS**

DESCRIPTION: This material not only provides the history of computers, but it also deals with details of computer functioning. In the context of computer functioning there is a presentation of binary arithmetic, algebra of sets, Boolean algebra, and other topics. Moreover, coding Fortran and other related elements are included.

BALTIMORE

SUBJECT MATTER: **ABSOLUTE VALUE A/L TEACHER** Medium: **MANUAL**

TITLE: **INTRODUCTION TO THE CONCEPT OF ABSOLUTE VALUE**

DESCRIPTION: A discussion of absolute value is provided. Exercise materials and answer are also included.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **MATHEMATICAL LEARNING AIDS**

DESCRIPTION: This illustrated guide is provided to the schools in order to assist mathematics teachers in making decisions regarding materials which may be ordered on a supply list. This manual makes it possible for teachers to have greater insight in ordering the kinds of manipulative aids which might be of help in the classroom.

1967 **DETROIT**

SUBJECT MATTER: **MATHEMATICS A/L (9) TEACHERS/ADMINISTRATORS** Medium: **MANUAL**

TITLE: **MATHEMATICS 9TH YEAR**

DESCRIPTION: This bulletin presents suggested procedures and materials for teaching the content of modern elementary algebra along with selected topics from coordinate geometry and numerical trigonometry. The material is arranged in the same sequence in which it is to be used by the teacher. Detailed methods for helping pupils develop mathematical concepts are given for every topic in the course. Various suggestions for enrichment as well as an evaluation program have been included.

1966 **NEW YORK**
Available for sale

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **MATHEMATICS FOR THE URBAN YOUTH PROGRAM**

DESCRIPTION: This guide has been prepared to be used for students with special needs who have dropped out of school and have entered the Urban Youth Program. The practical application of mathematics has been emphasized in this course; the student solves problems which he meets in his daily life. Six units have been selected for these youth who will probably terminate their mathematics training after completion of this course.

1966 **CHICAGO**
Available for sale $2.00

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **THE MATHEMATICS GUIDE—7 THROUGH 12**

DESCRIPTION: The two sections of THE MATHEMATICS GUIDE contained in this single volume represent the mathematics program recommended for all secondary mathematics pupils of the Milwaukee Public Schools. It is intended that the statements be considered as tentative and that further improvements be encouraged as part of a continuing search for a better curriculum.

1965 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L (3-7) TEACHER/STUDENT** Medium: **MANUAL/WORKSHEETS**

TITLE: **MATHEMATICS IMPROVEMENT PROGRAM—GRADES 3 THROUGH 7**

DESCRIPTION: This program has been prepared for use by average and below average achievers. At the present time it is limited to a few select schools. Pupil and teacher materials have been prepared in tentative form for a complete mathematics program, grades 3 through 7. Pupils are provided with meaningful success experiences. The language is simple and clear. The reading level has been substantially reduced and more emphasis is given to the use of concrete aids in developing understanding of concepts. Considerable use is made of manipulative aids. Teachers are encouraged to utilize the discovery approach and to work with small groups in laboratory situations.

1967 **SAN DIEGO**

SUBJECT MATTER: **MATHEMATICS A/L PARENTS** Medium: **BULLETIN**

TITLE: **THE NEW MATHEMATICS PROGRAM AND YOU**

DESCRIPTION: This informational item provides answers to three questions for parents:

1. What is modern mathematics and why do our children need it?
2. What do boys and girls learn in a modern mathematics classroom?
3. What can parents do to help their children?

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **PRIMARY UNIT MATHEMATICS: ACTIVITY STUDY GUIDE FOR TEACHERS**

DESCRIPTION: The manual contains a number of relevant suggestions including sets, operations of addition and subtraction, formal geometry, and measurement. A useful bibliography is also provided. A number of illustrations are included so that the teacher will have some concrete ways of handling the material.

1967 **DETROIT**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER/STUDENT (7-9)** Medium: **MANUAL/WORKSHEETS**

TITLE: **PROGRAM FOR IMPROVEMENT OF COMPUTATIONAL SKILLS IN JUNIOR HIGH SCHOOL (REGULAR YEAR)**

DESCRIPTION: A series of pupil materials and teacher editions have been prepared for use in the summer session. In these units the computational practice is presented in a variety of ways. Teachers are encouraged to use these specially-prepared units rather than the basic text which has been used during the year.

1967 **SAN DIEGO**

SUBJECT MATTER: **MATHEMATICS A/L PUPIL (7-8)** Medium: **WORKBOOK**

TITLE: **PUPIL EXERCISES—LEVEL 3-4: NUMERALS AND NUMBERS**

DESCRIPTION: This booklet reproduces activities taken directly from the MATHEMATICS GUIDE; however, suggestions and notes to the teacher and answers to the exercises found in the MATHEMATICS GUIDE are omitted from this material. It is intended that the exercises be used as an integral part of the total teaching-learning activity. Use of these materials is preceded by activities which give pupils an understanding of the content and processes of mathematics. Informal geometry, sentences, conditions, relations, probability, and statistics are treated.

1963 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L PUPIL (8)** Medium: **WORKBOOK**

TITLE: **PUPIL EXERCISES LEVEL 5**

DESCRIPTION: This booklet reproduces activities taken directly from THE TEACHINGS OF MATHEMATICS, LEVEL 5. Suggestions and notes to the teacher and answers to the exercises found in the teaching materials are omitted from this exercise booklet. It is intended that the exercises be used as an integral part of the total teaching/learning activity. The use of the exercises should be preceded by activities which give the pupil an understanding of the content and processes of mathematics as contained in THE TEACHING OF MATHEMATICS.

1966 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L PUPIL (8)** Medium: **MANUAL**

TITLE: **PUPIL EXERCISES—LEVEL 6**

DESCRIPTION: This booklet reproduces activities taken directly from THE TEACHING OF MATHMATICS, LEVEL 6. Suggestions and notes to the teacher and answers to the exercises found in the teaching materials are omitted from this exercise booklet. It is intended that the exercises be used as an integral part of the total teaching/learning activity. The use of the exercises should be preceded by activities which give the pupil an understanding of the content and processes of mathematics as contained in THE TEACHING OF MATHEMATICS.

1967 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L PUPIL (7-8)** Medium: **WORKBOOK**

TITLE: **PUPILS EXERCISES, MATHEMATICS 7-8: NUMERALS AND NUMBERS**

DESCRIPTION: This material reproduces activities taken directly from the MATHEMATICS GUIDE. Suggestions and notes to the teacher and answers to the exercises found in the MATHEMATICS GUIDE are omitted from this workbook. It is intended that the exercises be used as an integral part of the total teaching-learning activity. Use of the exercises is preceded by activities which give pupils an understanding of the content and processes of mathematics. Numerals and numbers are reviewed in this material.

1963 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **RADIANS, ARC LENGTH, ANGULAR AND LINEAR VELOCITY**

DESCRIPTION: Radians are defined, and this unit of measure from the circular system is explored. Exercise materials follow the discussion. Similar arrangements prevail with the topics of arc length and angular and linear velocity. Answers are included.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (2)** Medium: **RADIO/WORKSHEETS**

TITLE: **RADIO LESSONS (GRADE 2)**

DESCRIPTION: The radio lessons are designed to supplement the mathematics course of study for the second grade. New concepts or those requiring review are selected for broadcasting. The fifteen-minute lessons are presented once a week by a radio teacher. Participation is elicited from both the children and the classroom teacher in response to the radio teacher's questions or directions. Follow-up worksheets and a teacher's guide suggesting additional activities are sent to the schools in advance of each broadcast.

CLEVELAND

SUBJECT MATTER: **MATHEMATICS A/L PUPIL (2-8)** Medium: **TUTORIAL**

TITLE: **REMEDIAL MATHEMATICS FOR INNER CITY SCHOOLS**

DESCRIPTION: Underachievers in the target area schools of Buffalo are given remedial instruction in mathematics. Groups of six pupils, grades 2-8, are placed in a tutorial situation where math difficulties are diagnosed and an attempt made to deal with their problems. Pupils are recommended by classroom teachers and principals; significant gains have been reported in improved self-image, acceptable attitudes toward mathematics, and mathematical skills and understandings.

BUFFALO

SUBJECT MATTER: **MATHEMATICS A/L TEACHER** Medium: **MANUAL**

TITLE: **SEQUENCES AND SERIES**

DESCRIPTION: The definition of function, limit of sequence, series, infinite geometric series, general infinite series, and infinite series generated by the expansion of a binomial are all explored in this manual. Sample exercises are included throughout. Answers are also available.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (PRIMARY UNIT)** Medium: **WORKBOOK**

TITLE: **STEP BY STEP WITH NUMBERS: NUMBER READINESS**

DESCRIPTION: This non-verbal approach to number readiness has been designed in a programmed dimension. The material has been structured so that youngsters at the readiness level would be required to select and arrange symbols. The most significant feature of the material is that the pupil is allowed to evaluate his own progress. Among the conceptual goals are: (1) the ability to place objects into sets of up to ten; (2) the ability to compare groups, i.e., smaller, larger, etc.; (3) the ability to recognize groups through six without counting; (4) the ability to associate objects with number symbols through ten, etc.

1965 **DETROIT**

SUBJECT MATTER: **NUMBER LINE A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **SUGGESTED TECHNIQUES FOR USE OF THE NUMBER LINE—KINDERGARTEN THROUGH GRADE 6—ELEMENTARY CURRICULUM LEAFLET #11, SEPTEMBER 1962**

DESCRIPTION: This document reflects a recommendation to teachers from the kindergarten to the 6th grade to consider the use of the number line in the teaching of arithmetic as another approach to the understanding of the number system. The guide demonstrates how, beginning with counting, the number line helps to promote an understanding of the underlying principles of the ordinality of number, the relationship of one number to another, and the operations of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimal fractions. Attention is also given to the use of the number line in illustrating the meaning of sign numbers, measurement, other mathematical concepts, and related applications.

1962 **SAN FRANCISCO**

SUBJECT MATTER: **MATHEMATICS A/L STUDENT (4)**
Medium: **16mm FILMS, 8mm LOOP FILMS, DIAGNOSTIC TESTS, WORKSHEETS, MANUAL**

TITLE: **A SYSTEMS APPROACH TO IMPROVING MATHEMATICS INSTRUCTION**

DESCRIPTION: A Systems Approach to Improving Mathematics Instruction was designed to increase the 4th-grade mathematics achievement of low-achieving pupils. This system includes the organization of the 4th-grade arithemetic content into performance levels and the identification of behavioral objectives for low-achieving pupils. It also provides the means to introduce each performance level (16mm color films), diagnose specific pupil needs, differentiate instruction, and evaluate pupil progress.

1967-68 **PITTSBURGH**
Not available for distribution. (This project is beginning its second developmental year)

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (7-8)** Medium: **MANUAL**

TITLE: **THE TEACHING OF MATHEMATICS LEVEL 3 TO 4—NUMERALS AND NUMBERS**

DESCRIPTION: This guide reviews basic number facts; it maintains and develops further the understanding of the structure of the number system. In addition, a computation of whole numbers, rational numbers, and ratios is discussed. Informal geometry and problem solving conclude the basic elements included in the guide. Guidelines for teaching the low achiever are presented. The relevance of practice is emphasized, and the importance of attention span is considered. Attention is given individualized instruction. Sample exercises are provided for the various categories.

1963 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **THE TEACHING OF MATHEMATICS—LEVEL 5 (PLUS ANSWER BOOK)**

DESCRIPTION: This manual has been developed to provide teachers of 8th-grade students with special insights on the teaching of integers, equations, rational numbers, and measurement. Many exercises are included.

1965 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **THE TEACHING OF MATHEMATICS—LEVEL 6**

DESCRIPTION: It is the purpose of the material presented in this guide to build upon the geometry of previous grades in order to extend the pupil's experience with geometric relationships. The pupil again meets mathematical proof informally, but in a new framework. This material does not replace geometry of the 10th grade. Rather, it focuses on the supply of intuitive and informal ideas from the use of concrete and semiconcrete materials. Experiments with constructions are used extensively to build concepts.

1966 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (7-8)** Medium: **MANUAL**

TITLE: **THE TEACHING OF MATHEMATICS—LEVEL 3-4 (USING THE ADOPTED TEXTBOOK)**

DESCRIPTION: The purpose of this correlation is to provide help in using new basal texts for the 7th and 8th grades. This material contains a resume of ideas gleaned from various sources. Topics considered include: CONCEPTION OF NUMBERS, ANCIENT NUMERATION SYSTEMS, NUMBER PROPERTY OF COLLECTIONS, etc.

1964 **MILWAUKEE**

SUBJECT MATTER: **MATHEMATICS A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **THE TEACHING OF MATHEMATICS 7 TO 8—LEVELS 3 TO 4**

DESCRIPTION: Informal geometry, including non-metric and metric aspects, is discussed. Points, lines, space lines and space are reviewed. In addition, this guide contains information about sentence, conditions, and relations. The last major element of the manual deals with probability and statistics. Information on the development of concepts is provided; extensive exercises are included.

MILWAUKEE

SUBJECT MATTER: **MATHEMATICS (TV) A/L TEACHER (6)** Medium: **MANUAL/WORKSHEETS**

TITLE: **TELEVISION LESSONS (GRADE 6)**

DESCRIPTION: These mathematics lessons were designed not only to insure pupils' exposure to the multimedia approach, but also to serve as a source of in-service training for teachers.

A television teacher presents a lesson (fifteen minutes) once a week in which a new concept or one in need of reinforcement is developed. Many opportunities for pupil response and participation are included in each lesson. Worksheets and teacher's guides to accompany each presentation are sent to the schools in advance of the lessons. In this way, the success of the lessons can be tested immediately, and the classroom teacher can determine which areas, if any, need extensive concentration.

CLEVELAND

SUBJECT MATTER: **MATHEMATICS LABORATORY A/L STUDENT (HIGH SCHOOL)**

Medium: **MANUAL**

TITLE: **USE OF AUDIOTRONIC DEVICES IN A MATHEMATICS LABORATORY**

DESCRIPTION: Since 1965 Northern High School has had a mathematics laboratory program which provides remedial instruction for pupils with specific deficiencies in mathematics. Diagnostic and achievement tests are administered and analyzed at the beginning of the year in order to identify pupils with potential who are underachievers in mathematics. Once specific weaknesses are identified, teacher-designed written materials and tapes are made. Each pupil then follows a sequential and individualized program in the laboratory. For example, a pupil who is having difficulty with the addition of fractions may first observe a film on the addition of fractions and then answer some questions related to the film. These questions may be on tape with some comments by the teacher. Another step may be a sequence from a programmed text which teaches the addition of fractions. He may then participate in an activity in which he reads and adds fractions from a simulated ruler on a transparency. Materials in the guide are used in conjunction with audiotronic listening posts, tape records, films, filmstrips, and many other kinds of devices in order to bring a multisensory approach to the teaching of the underachiever.

BALTIMORE

SUMMARY

A review of the programs annotated in the mathematics section reveals that increasing attention is apparently being given to the elementary school level. Activities of various types are being incorporated in such programs within a perceptual frame of reference. For example, new games and aids provide ways for children to gain and reinforce mathematical concepts. Multisensory and multimedia materials are making definite headway. Audiotronic devices, sound films, television, transparencies, and film loops are among the media which are being utilized at both elementary and secondary levels.

More attention is being given to structuring programs on a continuum, although many items are still developed for specific grade levels. In any event, the sequence of skills is apparently a matter of concern. Skills are reinforced by ample practice, so that concepts become meaningful. Such concepts include considerations of variables, symbolism, function, limit, set, and probability. Emphasis is clearly on understanding of concepts and practical skills.

The design of many items now acknowledges mutual involvement on the part of educators and students. Parents, too, are sometimes included in these undertakings.

Upper-grade content generally seems to be seeping down through the grades. For example, logic and computer mathematics are apparently gaining momentum in this direction. In addition, special combinations are occasionally seen, e.g., mathematics and reading—or mathematics, science and health. The idea of readiness is gaining favor at the elementary and secondary levels. Although this concept is not always readily discernible in the materials, it is—more often than not—implicit in the suggested activities. Some programs have been set up to assist inner-city youngsters. Several cities provide special materials for remedial work.

Manipulative aids and laboratory undertakings help in the readiness dimension by establishing a concrete base for abstract processes. Noteworthy, also, is the emphasis on supplementary or corollary materials for reinforcement and enrichment purposes.

KEY IDEAS

Elementary orientation

Perception

Games/aids/manipulatives

Multisensory

Multimedia

Continuum

Sequence

Practice

Practical application

Concepts

Student/teacher/parent

Downward extension of content

Laboratory

Readiness

Supplementary materials

VIII
SCIENCE

SUBJECT MATTER: **SCIENCE A/L STUDENT (5-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **AIRCRAFT OF THE SPACE AGE**

DESCRIPTION: This module contains a number of items related to aircraft of the space age.

A fifty-seven-frame color, sound, filmstrip entitled AIRCRAFT OF THE SPACE AGE shows the latest design configuration of aircraft. It explains principles of operation of vertical takeoff and landing aircraft, helicopters, and flex-wing aircraft and discusses types, number, and capacity of engines used to power the various aircraft. The narrative for the filmstrip has been translated into Spanish. There will be an English and Spanish filmstrip study guide. The narrative is also recorded in both English and Spanish on a high fidelity disc recording. These Spanish translations have been worked over in great detail by both native-speaking Mexican/Americans and by foreign language education experts.

Forty black and white study prints entitled AIRCRAFT: PAST, PRESENT, FUTURE trace the history and development of aircraft from the unpowered flight of the Montgolfier balloon through the recoverable Atlas booster. Two wall charts explain the sonic boom and the relative shapes for speed in aircraft.

A thirty-page teacher's guide will give a complete description of the module, suggestions for its use, and several classroom activities. Science concepts involving Bernoulli's principle, Whitcomb's rule, and Mach numbers will be explained and integrated into the background information furnished to the teacher.

SAN DIEGO

SUBJECT MATTER: **SAFETY IN CHEM LAB A/L TEACHER/STUDENT (HIGH SCHOOL)** Medium: **SYMPOSIUM**

TITLE: **ANNUAL SYMPOSIUM ON SAFETY IN THE HIGH SCHOOL CHEM LAB**

DESCRIPTION: The first symposium was organized in 1966-67 under the co-sponsorship of the Chicago Board of Education, The American Chemical Society, Argonne National Laboratories, and the University of Illinois. Providing the public and parochial schools with this type of service accomplished a long unfulfilled need for chemistry teachers and students. Chicago was the first of the big city school systems to initiate such a project. The symposium for 1968 is in the planning stage and will be extended to include teachers from the upper elementary level through grade 14. A teacher's guide on safety in the high school chemistry laboratory is being developed.

CHICAGO

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR (ELEMENTARY)** Medium: **MANUAL**

TITLE: **ART OF QUESTIONING IN SCIENCE: SUMMARY AND IMPLICATIONS**

DESCRIPTION: This review of research on techniques of questioning in elementary school science has been developed to assist teachers, administrators, specialists, and supervisors. The following are emphasized: (1) how keywords and teacher questioning affect pupil investigation, (2) effective phrasing of questions to provide opportunities for pupil discovery, (3) how teachers' questions provide opportunities for varying levels of learning, (4) the relationship of interests, attitudes, and values to questioning, (5) the place of pupil questioning in scientific inquiry, and (6) suggested teacher guidelines for questioning.

1967 **LOS ANGELES**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **GAME SHEETS**

TITLE: **ASTRONOMY QUIZZES**

DESCRIPTION: A series of activities sheets geared to planetarium demonstrations are designed to involve the students by getting them to use the information learned during the demonstration in answering the questions, solving problems, and relating astronomy to other subjects. A variety of time-tested game techniques are used including crossword puzzles, completion blank questions, dot-to-dot drawings, mix and match lists, etc.

1958 **DETROIT**

SUBJECT MATTER: **SCIENCE A/L TEACHER/STUDENT (8)** Medium: **MANUAL/WORKBOOK**

TITLE: **BUILDING BLOCKS OF SCIENCE—SCIENTIFIC INVESTIGATION**

DESCRIPTION: **This material, consisting of ten separately-published lessons, was written to meet the needs of a wide range of low-achievers who have reading difficulties. Complete packets of lessons cover the entire first unit of A-8 Science. Each packet of lessons contains thirty-five each of: reading lesson, a programmed type of self-testing exercise based on the reading lesson, and several types of comprehension and vocabulary activities such as observation, questions, games, and puzzles. Simple experiments and demonstrations are included, and it is expected that the teacher will supplement these materials with other activities.**

Detailed information for the development of the lesson is presented. Aside from the first lesson, all the materials are designed to be read directly by the students.

1967 **LOS ANGELES**

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR** Medium: **CATALOG**

TITLE: **CATALOG OF MATERIALS DEVELOPED BY COMMUNITY EDUCATIONAL RESOURCES**

DESCRIPTION: **Various types of instructional aids, including study prints and filmstrips, are listed with annotations and prices in this catalog. This CER catalog functions as a clearing house of new scientific discoveries. Such fields as space science, solid state physics, atomic energy, oceanography, and medicine are covered. The time gap between discovery of new knowledge in science and the application in both elementary and high school classrooms is shortened as a result of this document.**

1968 **SAN DIEGO**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **CER OCEANOGRAPHIC SERIES**

DESCRIPTION: **This is the original release from Community Educational Resources in oceanography materials; there is a variety of filmstrips, study prints, and wall charts listed. Many of these materials have since been updated and released in subsequent modules aimed at specific topics in oceanography.**

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L TEACHER** Medium: **MANUAL**

TITLE: **CHEMISTRY—AN EXPERIMENTAL SYLLABUS**

DESCRIPTION: **The departmental course is designed to give the non-science oriented student, whether college bound or not, a sufficient knowledge of chemical theory to understand the applications of chemistry in his present and future environments.**

Fundamental principles and concepts of chemistry are stressed so that a basis is laid for the future understanding by the student of discoveries and applications not yet made. Facts and processes are stressed only as they show the application of theory and as they contribute to an understanding and appreciation of the world.

1967 **BUFFALO**

SUBJECT MATTER: **CHEMISTRY A/L TEACHER (12)** Medium: **TEACHER'S GUIDE**

TITLE: **CHEMISTRY 3—TEACHER'S GUIDE (2 VOLS.) (ORGANIC-INORGANIC)**

DESCRIPTION: **The guide was prepared to assist teachers in helping students to make meaningful interpretations of the subject matter and to engage in laboratory experience in an advanced course in chemistry. There are two major divisions of the guide, inorganic and organic. The section on inorganic chemistry emphasizes the theory and practice of qualitative analysis, while the organic section is designed to give the student an introduction to carbon chemistry.**

1963 **MILWAUKEE**

SUBJECT MATTER: **CHEMISTRY (TALENTED SCIENCE STUDENT) A/L STUDENT**
Medium: **SYMPOSIUM**

TITLE: **CHEMISTRY TUTORIAL PROGRAM**

DESCRIPTION: **A program has been established for students with a special interest and aptitude for chemistry. The sessions were held at the University of Illinois Chicago Circle Campus on Saturdays from October through May of the current academic year under the direction of members of the American Chemical Society.**

CHICAGO

SUBJECT MATTER: **BIOLOGY A/L STUDENT (ELEMENTARY/JUNIOR HIGH/SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **THE COMMON ANT**

DESCRIPTION: **This illustration of the ant shows the major anatomical features: head, thorax, abdomen, mandibles, etc.**

1967 **MEMPHIS**

SUBJECT MATTER: **BIOLOGY A/L STUDENT (ELEMENTARY/JUNIOR HIGH/SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **COMPLETE METAMORPHOSIS—THE BUTTERFLY**

DESCRIPTION: **The illustrations on a base transparency show various stages in the metamorphosis of a black swallowtail butterfly. The egg, chrysalis, and caterpillar stages are all included.**

1967 **MEMPHIS**

SUBJECT MATTER: **SCIENCE A/L TEACHER/STUDENT (5)**
Medium: **WORKSHOP/DEMONSTRATION**

TITLE: **CONTINUANCE OF "OUT OF SCHOOL SEQUENCED SCIENCE EXPERIENCE FOR PAIRED SCHOOLS"**

DESCRIPTION: **Since October 30, 1967, the Franklin Institute has conducted morning science classes for 5th-grade children. Ten schools are involved in the project. Children from two schools, each from a different part of the city, cooperate in the undertaking. Activities center around lectures, demonstrations, and laboratory work.**

1967 **PHILADELPHIA**

SUBJECT MATTER: **ADVANCED CHEMISTRY A/L TEACHER (HIGH SCHOOL)**
Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE: ADVANCED CHEMISTRY**

DESCRIPTION: **This advanced guide meets the objectives of a general chemistry course on the college level. A more mature handling of principles and theories is stressed; there is also a greater emphasis on laboratory experimentation. Sufficient descriptive chemistry is included for illustrative purposes.**

1966 **CHICAGO**

SUBJECT MATTER: **BIOLOGY A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE, BIOLOGY FOR THE SECONDARY SCHOOLS**

DESCRIPTION: **The guide consists of six units with major concepts, subconcepts, and activities to fit each of the six units. In the biology guide, learning experiences are provided:**

(1) to develop an understanding of basic biological concepts at a broader, deeper, and more interrelated level than was offered in the elementary grades, (2) to give the student opportunity for supervised laboratory work in which laboratory techniques and skills are used in problem solving, and (3) to advance the quality of the student's scientific thinking through the development of attitudes and appreciations specific to biology, as evidenced in changed behavior.

1966 **CHICAGO**

SUBJECT MATTER: **CHEMISTRY A/L TEACHER (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE—CHEMISTRY**

DESCRIPTION: The chemistry guide is designed to introduce the student to the facts, concepts, and theories of chemistry in a gradual and systematic manner; to develop manipulatory skills and techniques in the laboratory; and to acquire the resourcefulness, self-direction, open-mindedness, and respect for authority inherent in the development of scientific thinking.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (4-6)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE FOR GRADES 4, 5, 6**

DESCRIPTION: In the intermediate grades learning experiences are provided to: (1) develop an understanding of science concepts that will enable the child to describe and to discover the cause and effect relationships in the natural occurrences which take place around him, (2) give the child practice in using previously learned facts and principles as tools in solving problems, and (3) develop the understanding that in scientific thinking related evidence is applied without prejudice.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (K-PI)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE FOR KINDERGARTEN-PRIMARY ONE**

DESCRIPTION: The science guide is designed to improve and update the elementary science program. Learning experiences in the primary grades are provided to: (1) develop an understanding of science concepts, (2) present practice in solving problems, and (3) develop a base for scientific thinking.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (PII/PIII)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE FOR PRIMARY TWO AND THREE**

DESCRIPTION: Learning experiences in the primary grades are provided to: (1) develop an understanding of science concepts that will enable the child to describe natural occurrences; (2) give the child practice in solving problems by different methods, and (3) develop the understanding that scientific thinking is based on observable facts.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE, GENERAL SCIENCE FOR THE SECONDARY SCHOOL**

DESCRIPTION: The guide provides learning experiences for those pupils who need reinforcement in the area of science. The concepts are identical with those of grades 7 and 8, but the learning experiences are different.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (7 AND 8)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE, GRADES 7 AND 8**

DESCRIPTION: In the upper grades learning experiences are provided to: (1) develop an understanding of science concepts that will enable the child to predict and evaluate the orderly occurrences of events in nature, (2) give practice in solving problems by utilizing many unrelated facts, and (3) develop the understanding that scientific thinking utilizes solutions to specific problems and allows for generalizations about the natural surroundings.

1966 **CHICAGO**

SUBJECT MATTER: **PHYSICS A/L TEACHER** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR SCIENCE—PHYSICS**

DESCRIPTION: The curriculum guide provides concepts and activities to enable the student to: (1) use the various systems of measurement, (2) work with matter in its basic states, (3) understand how the properties of matter depend upon the atomic structure, and (4) know the relationship of matter and energy and their application to particles and wave motion.

The ten units include many learning experiences which provide both qualitative and quantitative aspects of investigations.

1966 **CHICAGO**

Available for sale $3.50.

SUBJECT MATTER: **SCIENCE—PROPERTIES OF LIQUIDS A/L PUPIL (ELEMENTARY)** Medium: **CARDS**

TITLE: **DROPS, STREAMS, AND CONTAINERS (W L P BOARDMAN SCHOOL)**

DESCRIPTION: This unit introduces students to an exploration of the properties of liquids. Originally conceived as primary material and as an introduction to Kitchen Physics, this unit about liquids and their properties was increased in complexity to meet the needs of middle-grade children.

Task cards are available as an attempt to make the unit more self-exploratory and to minimize the amount of teacher intervention required.

BOSTON

SUBJECT MATTER: **SCIENCE A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **EARTH SCIENCE**

DESCRIPTION: This curriculum guide serve as the first year of the junior high school program. It is followed by courses in life Science and physical Science. The course is introduced with a short unit designed to familiarize students with the way scientists work and their field of specialization. Following are units on geology, oceanography, astronomy, and meteorology. Emphasis is placed on student activity. Material is kept practical and at the experience level of 7th-graders.

1967 **BUFFALO**

SUBJECT MATTER: **EARTH SCIENCE A/L TEACHER/STUDENT (9)**

TITLE: **EARTH SCIENCE**

DESCRIPTION: This course was introduced into the curricula on an experimental basis at the 9th-grade level because of the disenchantment of many students with general science and, in part, because of the need for the study of the earth and its environment at the secondary level. The course content includes introduction to the physical world, need for instrumentation, rocks and minerals, processes of change, geologic time, weather, and climatology, oceanography, and astronomy.

Two high schools are engaged in this program.

1967 **CHICAGO**

SUBJECT MATTER: **EARTH-SPACE SCIENCE A/L TEACHER (11-12)** Medium: **MANUAL**

TITLE: **EARTH-SPACE SCIENCE**

DESCRIPTION: This course in earth-space science has been developed for 11th- and 12th-grade students of widely varying abilities and science backgrounds. It follows the successful completion of a physical or biological science course in the sequential science program in the high schools.

The program establishes a foundation in the earth and space sciences of geology, meteorology, astronomy, and oceanography. The needs of students are met both in terms of technician and specialist roles. In addition, this course is an extra offering for those students who have already completed chemistry or physics.

By means of this course, the student is made aware of the earth on which he lives and of the physical forces that are constantly changing it. Moreover, he is given opportunities to employ both inductive and reasoning in laboratory experiments.

Instructional materials, concepts, vocabulary, and activities are among the categories included.

1967 **PITTSBURGH**

SUBJECT MATTER: **SCIENCE A/L PUPIL (6A)** Medium: **TEST**

TITLE: **ELEMENTARY SCIENCE ACHIEVEMENT TEST—GRADE 6A, FORM A**

DESCRIPTION: This is a test of certain science understandings and abilities. Multiple-choice questions are provided; machine scoring is available.

The test is divided into several parts; the world of animals, the world of plants, earth and universe, and energy and matter.

1964 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L PUPIL (6A)** Medium: **TEST**

TITLE: **ELEMENTARY SCIENCE ACHIEVEMENT TEST—GRADE 6A, FORM B**

DESCRIPTION: This is a test of certain science understandings and abilities. Multiple-choice questions are provided; machine scoring is available.
The test is divided into several parts; the world of animals, the world of plants, earth and universe, and energy and matter.

1966 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **ELEMENTARY SCIENCE GUIDES**

DESCRIPTION: Audio-visual slides and tapes, have been developed to acquaint the teacher with the various aspects and features of the four elementary science curriculum guides and to show the continuity and spiral development among them.

Also included are other published Chicago Public Schools Science materials that are available to the teacher for supplemental purposes. This audio-visual material is primarily intended to be presented by consultants as an introduction or preview to newly-assigned teachers.

1968 **CHICAGO**
Not available for distribution.

SUBJECT MATTER: **SCIENCE A/L STUDENT (JUNIOR HIGH/SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **ENERGY CHANGES FORMS**

DESCRIPTION: A montage demonstrates how solar energy changes form. Various stages reveal a progression through chemical, electrical, mechanical, and heat categories.

1968 **MEMPHIS**

SUBJECT MATTER: **SCIENCE A/L TEACHER/STUDENT (ELEMENTARY)**
Medium: **EXPERIMENTAL PROGRAM**

TITLE: **EXPERIMENTAL SCIENCE PROGRAMS IN THE ELEMENTARY SCHOOLS**

DESCRIPTION: Several elementary schools throughout the city are involved in experimental science programs that supplant, augment, or enrich the existing curriculum. Materials are provided for individual and small-group investigations. In-service education for teachers is provided to promote these programs.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE (RADIO) A/L TEACHER (3)** Medium: **MANUAL**

TITLE: **EXPLORING SCIENCE—SERIES IV—SCIENCE FOR GRADE 3**

DESCRIPTION: These programs are planned to provide supplementary science experiences for 3rd-grade pupils.

Many of the programs are audience participation situations in which children—individually or in groups—carry out experiments while listening to suggestions and directions from the radio narrator. The programs are arranged in units which follow as nearly as possible the changes in seasons; they are correlated with the course of study and textbooks for the third grade.

Materials are listed so that the teacher may be prepared in advance for the broadcast. Special suggestions for post-broadcast activities are also included.

ST. LOUIS

SUBJECT MATTER: **BIOLOGY A/L STUDENT (ELEMENTARY)** Medium: **TRANSPARENCY**

TITLE: **FOODS FOR A HEALTHY BODY**

DESCRIPTION: A multi-color set of illustrations reveals the basic food groups which are essential to good health. Milk, fruit, vegetable, meat, and bread-cereal groups are shown.

1967 **MEMPHIS**

SUBJECT MATTER: **BIOLOGY A/L STUDENT (ELEMENTARY, JUNIOR HIGH, SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **GRASSHOPPER—IDENTIFICATION OF PARTS**

DESCRIPTION: An "exploded' view of a grasshopper is presented. Head, thorax, abdomen, antennae, and legs are illustrated.

1967 **MEMPHIS**

SUBJECT MATTER: **SCIENCE A/L TEACHER/STUDENT (1-6)** Medium: **WORKSHOP**

TITLE: **GROWTH IN SCIENCE LEARNING SKILLS THROUGH INQUIRY ORIENTED EXPERIENCES FOR CHILDREN IN POCKETS OF POVERTY**

DESCRIPTION: Teachers in this program learned to promote growth in science learning skills for children in pockets-of-poverty schools through inquiry-oriented experiences. The major objectives are related to the improvement of learning and performance through inquiry-oriented science experiences which actively involve each child.

Initially, 125 children from the school serving as the program center were involved in a micro-teaching situation. The children were selected on the basis of deficiencies in communication, literacy, computational skills, and attitude toward learning. Each child worked with a team of two teachers for the duration of the program. One teacher guided learning during one session while the other made an evaluation by means of the Flanders Interaction Analysis of Science Instruction. Teacher roles were reversed on a weekly basis.

Teacher participants also attended a workshop and then utilized materials with children in their home schools.

1968 **PHILADELPHIA**

SUBJECT MATTER: **PHYSICS A/L TEACHER/STUDENT (HIGH SCHOOL)** Medium: **TEXT MANUAL**

TITLE: **HARVARD PROJECT PHYSICS**

DESCRIPTION: This recently developed physics course is an attempt to make physics appealing and instructive to a wide variety of students—including those: (1) intent on scientific careers, (2) who may not go to college at all, and (3) who in college will concentrate in the humanities or the social studies. The program attempts to treat physics not only as a lively and fundamental science in its own right, but also as an activity that is closely related to achievements in all areas. The main content is organized under seven general headings: (1) the study of motion, (2) the study of forces, (3) planetary motion and gravitation, (4) the conservation laws, (5) the kinetic theory of matter and heat, (6) the atom in physics and chemistry and (7) the nucleus.

There are specific features that give the course a different form from most existing physics courses. The text or supplementary readers will stress the humanistic background of the sciences, i.e., how modern physical ideas have developed, and who the men and women were who made key contributions, the effect which physics has had on other sciences, and the fact that the progress of physics contributes to contemporary technology and in turn is stimulated by it.

This program is operational in one high school.

1966 **CHICAGO, HARVARD PROJECT PHYSICS**

SUBJECT MATTER: **HORTICULTURE (RADIO) A/L TEACHER/PARENT (4-6)**
Medium: **FLYER AND BULLETIN**

TITLE: **HOME GARDENS FOR ELEMENTARY PUPILS**

DESCRIPTION: These projects and materials were designed to assist all elementary children from grades 4 through 6 to make gardens in their backyards or grow plants on porches or indoors. It is an attempt to improve the outdoor environment of all pupils and particularly inner-city youth. In addition to these general objectives, the materials encourage participation in special events, provide for improved achievement, and develop an understanding of the science of "plants and how they grow." Radio teaching lessons, teacher in-service classes, and mimeographed and printed materials are prepared to make the projects successful. There are teacher visitations during the season.

CLEVELAND

SUBJECT MATTER: **HORTICULTURE A/L TEACHER/PARENT (7-12)** Medium: **FLYER**

TITLE: **HOME GARDENS FOR JUNIOR AND SENIOR HIGH PUPILS**

DESCRIPTION: These projects and materials were planned for all pupils from the 7th-through the 12th grades as a continuation of the elementary garden programs. The objectives are the same, but the projects are designed to expand the pupils' experience and knowledge of growing plants. These living individual plant laboratories provide students with activities to emphasize biological concepts of plant growth. Teacher in-service classes and mimeographed and printed material are provided to make the projects successful. Teacher visitation during the season facilitates the success of these projects.

CLEVELAND

SUBJECT MATTER: **SCIENCE A/L STUDENT (ELEMENTARY, JUNIOR HIGH, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **THE HUMAN HEART**

DESCRIPTION: The base transparency shows the major structures of the heart. One overlay shows the directional flow of blood; a second overlay labels various parts of the heart, i.e., auricles, ventricles, etc.

1968 **MEMPHIS**

SUBJECT MATTER: **SCIENCE A/L TEACHER/STUDENT (K-P1)** Medium: **MANUAL**

TITLE: **INDEPENDENT LEARNING ACTIVITIES FOR KINDERGARTEN-PRIMARY ONE**

DESCRIPTION: This booklet is the result of interaction among kindergarten and primary one teachers and consultants from the Department of Curriculum Development and Teaching.

It is a compendium of worksheets supplementing subject areas in the CURRICULUM GUIDE FOR SCIENCE, KINDERGARTEN-PRIMARY ONE, derived from primary science workshops and learning activities. Teacher use and evaluation were major criteria in the selection of items.

1966 **CHICAGO**

SUBJECT MATTER: SCIENCE A/L TEACHER/STUDENT (PII/PIII) Medium: MANUAL

TITLE: INDEPENDENT LEARNING ACTIVITIES FOR PRIMARY TWO AND THREE

DESCRIPTION: This booklet is the result of interaction among primary two and three teachers and consultants from the Department of Curriculum Development and Teaching.

It is a compendium of worksheets supplementing subject areas in the CURRICULUM GUIDE FOR SCIENCE, PRIMARY TWO AND THREE, derived from primary science workshops and learning activities. Teacher use and evaluation were major criteria in the selection of items.

1967 CHICAGO

SUBJECT MATTER: SCIENCE INVESTIGATORS A/L STUDENT (PRIMARY) Medium: MICROSCOPE

TITLE: INFORMAL MICROSCOPE INVESTIGATIONS IN THE PRIMARY GRADES (W L P BOARDMAN SCHOOL)

DESCRIPTION: The availability of microscopes has led to a continued series of self, peer, and teacher-initiated investigations. Pupils view and compare such items as hair, linen fibers, bacteria, powders, crystals, rock samples, and insects.

In addition to learning to use a microscope, a spirit of inquiry is developed; skills of obeserving and comparing are enhanced. The need for language arts skills becomes more relevant and meaningful.

BOSTON

SUBJECT MATTER: SCIENCE (GIFTED) A/L STUDENT (4, 5, 6, 8, 9) Medium: CLASS

TITLE: INITIATION OF A CONTRACTUAL AGREEMENT BETWEEN THE SCHOOL DISTRICT OF PHILADELPHIA AND THE FRANKLIN INSTITUTE TO PROVIDE CHALLENGING LEARNING OPPORTUNITIES IN SCIENCE FOR GIFTED STUDENTS IN THE PHILADELPHIA PUBLIC SCHOOLS

DESCRIPTION: The Franklin Institute staff, making use of the Institute's facilities, conducted special programs in science for gifted youngsters. Specific subject matter dealt with the nature of matter and astronomy.

1967 PHLADELPHIA

SUBJECT MATTER: OCEANOGRAPHY A/L TEACHER (SECONDARY) Medium: WORKSHOP

TITLE: INITIATION OF A CONTRACTUAL ARRANGEMENT BETWEEN THE SCHOOL DISTRICT OF PHILADELPHIA AND OGDEN TECHNOLOGICAL LABORATORIES, INC.

DESCRIPTION: The program presented basic subject matter and appropriate instructional techniques; in addition, special attention was given to the aspect of training resource personnel who could be effective in this area. The intent is to extend the study of oceanography to several programs.

1968 PHILADELPHIA

SUBJECT MATTER: PHYSIOLOGY A/L STUDENT (SECONDARY) Medium: SLIDES

TITLE: INSTRUCTION SLIDES FOR PHYSIOLOGY VOLUME 2

DESCRIPTION: Slides are organized for easy use in a loose-leaf folder. In addition to the slides, companion sheets are available with reproductions and captions.

The slides deal with a number of areas: epithelial tissue, pseudo-stratified columnar ciliated tissue in a frog's mouth, kidney shown lined with cells, etc.

LOS ANGELES

SUBJECT MATTER: SCIENCE A/L TEACHER (7-9) Medium: MANUAL

TITLE: JUNIOR HIGH SCIENCE RECOMMENDED LABORATORY EXPERIMENTS FOR STUDENT PARTICIPATION

DESCRIPTION: Recommended experiments in life, earth, and physical sciences are provided in easy-

to-use form. This locally-developed manual has been produced to accompany commercially-produced textbooks.
Resource materials are listed, and specific page references in the textbooks are indicated.

MEMPHIS

SUBJECT MATTER: **SCIENCE (RADIO) A/L TEACHER (K)** Medium: **MANUAL**

TITLE: **JUST WHY STORIES—SERIES I—SCIENCE FOR KINDERGARTEN**

DESCRIPTION: This series of science stories for kindergarten children has been planned to stimulate careful listening, develop observation of significant details of the environment, and encourage wide discussion. Although no program is dependent upon any preceding one, they are all grouped into basic subject areas and—as nearly as possible—are seasonal in nature. Pre-broadcast preparations and post-broadcast activities are listed. Animals, weather, machines, and seeds are among the topics included.

ST. LOUIS

SUBJECT MATTER: **BIOLOGY A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **LABORATORY EXERCISES TO ACCOMPANY CURRICULUM GUIDE FOR SCIENCE: BIOLOGY**

DESCRIPTION: This spiral-bound manual of laboratory exercises is designed to accompany the CURRICULUM GUIDE FOR SCIENCE, BIOLOGY FOR THE SECONDARY SCHOOLS. It consists of 125 exercises which relate to each of the six units of the guide, plus fifteen miscellaneous exercises.

1967 **CHICAGO**

SUBJECT MATTER: **SCIENCE AND LANGUAGE ARTS A/L (HIGH SCHOOL)** Medium: **LOAN EXHIBIT**

TITLE: **LANGUAGE OF SCIENCE**

DESCRIPTION: This exhibit adds a dimension to language and science studies by presenting the Greek and Latin origins of the scientific words familiar to most students. Various scientific disciplines are used, (e.g., Astronomy, Zoology, Geology, etc.) illustrated with drawings, and related to these dimensional materials. Labels analyze the word origins. A correlated use of this exhibit is in relation to various vocations in science.

1962 **DETROIT**

SUBJECT MATTER: **SCIENCE—RADIO A/L TEACHER (1)** Medium: **MANUAL**

TITLE: **LET'S FIND OUT—SCIENCE—GRADE 1—SERIES II (REVISED)**

DESCRIPTION: Let's Find Out is a series of sixteen science broadcasts. It has been planned to help young listeners accurately to observe life about them. They are provided with experiences which will help them to identify common objects and to recognize some basic characteristics about them. In addition they have an opportunity to gain some skill in simple manipulation of materials.
The programs are arranged in units which follow as nearly as possible the changes in seasons and which are correlated with the course of study for the primary grades.
The manual contains information about specific helpers and equipment for the program. Moreover, methods of evaluation are suggested. Animals, thermometers, and astronomy are among the topics included.

ST. LOUIS

SUBJECT MATTER: **SCIENCE—RADIO A/L TEACHER (2)** Medium: **MANUAL**

TITLE: **LET'S FIND OUT—SCIENCE—GRADE 2—SERIES II (REVISED)**

DESCRIPTION: Let's Find Out is a series of sixteen science broadcasts. It has been planned to help young listeners accurately to observe life about them. They are provided with experiences which will help them to identify common objects and to recognize some basic characteristics about them. In addition, they have an opportunity to gain some skill in simple manipulation of materials.

The programs are arranged in units which follow as nearly as possible the changes in seasons and which are correlated with the course of study for the primary grades.

The manual contains information about specific helpers and equipment for the program. Moreover, methods of evaluation are suggested. Light, sound, electricity, and friction are among the topics included.

ST. LOUIS

SUBJECT MATTER: **LIFE SCIENCE A/L STUDENT (8)** Medium: **TEXTBOOK**

TITLE: **LIFE SCIENCE, BY: NOESKE, REISER, ZIEMER**

DESCRIPTION: This 230-page textbook was prepared to provide eighth-grade science classes with basic instructional and resource material for the study of life science. It was written to follow the scope and sequence of local 8th-grade science program and is the primary text used by teachers in this subject area.

1965 **MILWAUKEE**

SUBJECT MATTER: **LIFE SCIENCE A/L STUDENT (8)** Medium: **TEXTBOOK**

TITLE: **LIFE SCIENCE**

DESCRIPTION: Inasmuch as no commercially-produced textbook was found to be adequate for the life science curriculum, the staff published this book which provides basic instructional and resource material for the 8th-grade science classes.

1965 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE (LIFE AND EARTH) A/L STUDENT (8)** Medium: **TELEVISION MANUAL**

TITLE: **LIFE SCIENCE AND EARTH SCIENCE (ONE COURSE) (2 SEMESTERS)**

DESCRIPTION: Thirty-four lessons are broadcast to each of the grade levels. The time spent viewing the telecast is considered part of the allotted time for science instruction.

These telecasts are intended to provide pupils with a rich and well-developed resource for learning. Extensional and motivational concepts are included.

Guides are provided for use by the teachers in conjunction with the programs.

1964 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **MAN IN SPACE**

DESCRIPTION: As man leaves the atmosphere of the earth, some of his needs must be provided artificially, and he must be protected from certain hazards. This module contains a twenty-four frame color, sound filmstrip with study guide on medical aspects of space flight, and two wall charts 23″ x 29″ entitled: "ASTRONAUTS' VIEW OF THE EARTH" and "HAZARDS IN SPACE." Also included is an explanation of a regeneration system for air and water supply for space travelers developed by General Dynamics Corporation for NASA.

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **MANNED EXPLORATION OF THE MOON**

DESCRIPTION: The United States is scheduled to send a team of astronauts to the moon by 1970. This project is described in a 100-frame color, sound filmstrip called "PROJECT APOLLO: MANNED FLIGHT TO THE MOON." Also included in the module is a set of twenty black and white, 11″ x 14″, study prints with captions entitled: "MOON EXPLORATION: PART II MANNED." There are three 23″ x 29″ wall charts entitled: "LUNAR GARDEN," "TRIP TO THE MOON & RETURN," & UNDERGROUND LUNAR BASE."

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L STUDENT (ELEMENTARY)** Medium: **CARDS/MIRRORS**

TITLE: **MIRROR CARDS (W L P BOARDMAN SCHOOL)**

DESCRIPTION: This unit consists of a box of pattern cards and unbreakable mirrors. Students are asked to match a picture or pattern on one card to the picture on another by combining a part of the picture with its mirror reflection. These activities serve as an informal approach with early primary children to make them aware of the properties of mirrors. Pupils begin to make and test predictions and to learn intuitively something about properties.

BOSTON

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR** Medium: **BOOKLET**

TITLE: **1967 APPROVED LIST, SCIENCE EQUIPMENT, SUPPLIES AND AUDIO VISUAL MATERIALS**

DESCRIPTION: Approved science supplies, equipment, and audiovisual materials were listed separately for consideration for purchase by school personnel. By combining the various lists into one and relating its format directly to the basic areas as stated in the CURRICULUM GUIDES FOR SCIENCE, this single list is better designed to serve the instructional science program. This list is primarily intended to be used by teachers and administrators for ordering science materials and equipment other than textbooks and related items.

1967 **CHICAGO**

SUBJECT MATTER: **PHYSICAL SCIENCE A/L STUDENT (9)** Medium: **LABORATORY/TEXTBOOK**

TITLE: **NINTH GRADE PHYSICAL SCIENCE—A LABORATORY APPROACH**

DESCRIPTION: The student materials written for an ESEA Title I project provide an activity-centered, laboratory-oriented course of instruction which seeks to give educationally disadvantaged pupils experience in discovering natural phenomena and working with laws of nature. The materials are based on the regular 9th grade science curriculum and consist of approximately 140 individual lesson sheets, each developing a single concept in physical science. A teacher's guide accompanies the laboratory text materials.

1966 **MILWAUKEE**

SUBJECT MATTER: **PHYSICAL SCIENCE A/L TEACHER/STUDENT (9)**
Medium: **LABORATORY TEACHER'S MANUAL**

TITLE: **NINTH GRADE SCIENCE EXPERIMENTS AND TEACHER'S GUIDE FOR NINTH GRADE SCIENCE EXPERIMENTS**

DESCRIPTION: Thirty-two experiments were written to help the student discover selected basic principles of physical science. The experiments which emphasize problem-solving and critical thinking are open-ended with only procedural directions given. An accompanying guide helps the teacher develop each experiment in a way that will enable the student to arrive at a meaningful conclusion.

1965 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **NOTES ON SOME LARGE NORTH AMERICAN MAMMALS**

DESCRIPTION: This guide opens with a general description of North American mammals and man's perception of them. Tameness and wildness are discussed. Sources of information about animals are considered, and emphasis is placed on deriving accurate data.

The bison, American pronghorn, moose, and bears are described. Their habitat and habits are considered; historical aspects are also discussed. For example, the fate of the bison is reviewed.

This manual, in a practical way, does much to separate fact from fiction.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **SCIENCE (RADIATION) A/L STUDENT (SENIOR HIGH SCHOOL)** Medium: **PROGRAM**

TITLE: **NUCLEAR ENERGY UNIT**

DESCRIPTION: The program consists of a five-week unit on radiation which is included in the regular course of biology, physics, and chemistry. The program began in 1963 in four high schools where the teacher had special training in radiation. The number of participating schools has increased each year so at the time of this writing there are twenty-two schools and thirty-two teachers involved in the program. The schools are provided with decade scalers, G.M. tubes, sealed sources, planchets, steel cabinets, lead bricks, liquid isotopes (license-free amounts) and many other materials and equipment.

The objectives of the program are to: (1) develop an understanding that nuclear energy can be used by man for his benefit or to his detriment, (2) familiarize students with new techniques in the use of radioactive isotopes as aids in medicine, industry, and research, (3) develop an appreciation of the current discoveries in radiation biology and of the on-going research, (4) develop attitudes of saneness in interpreting data on nuclear power and its effect, (5) offer a new approach to the teaching of science at the secondary level, (6) provide an opportunity for science teachers to expand and deepen their own knowledge of the relatively new field of radiation in biology, and (7) develop an awareness in teachers of the various media available for effective teaching of radioactivity at the secondary level.

1963 **CHICAGO**

SUBJECT MATTER: **SCIENCE (PHYSICAL AND LIFE SCIENCES) A/L TEACHER (6)** Medium: **MAP**

TITLE: **ORIENTATION AND FOLLOW-UP**

DESCRIPTION: Materials have been developed to send to teachers of 6th grade children prior to their visit to the Supplementary Educational Center. The materials introduce vocabulary terms and suggest the range of information to be covered in the visit, relating primarily to the areas of flight, space, and life sciences. Both pre-visit and follow-up materials have been developed.

1966-67 **CLEVELAND**

SUBJECT MATTER: **HORTICULTURE/GARDENING A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **OUTLINE FOR TEACHING HORTICULTURE AND GARDENING SERVICES**

DESCRIPTION: The horticultural program involves a double-period class designed to develop occupational competency in the field of gardening and horticulture. In addition to related classroom instruction, each student is assigned individual gardening projects for which he is responsible.

Students are permitted to grow edible crops and/or ornamentals for their own use. They will also learn to work cooperatively with other students on the maintenance of common facilities. The development of skills in the use of agricultural tools and equipment and related technical knowledge of the fundamentals of plant reproduction, conservation, maintenance, and yard landscaping are emphasized. The study of soils, fertilizers, and insect and disease control is also included.

1967 **SAN DIEGO**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **PEACEFUL USES OF ATOMIC ENERGY**

DESCRIPTION: This module was produced in cooperation with the Atomic Energy Commission and contains twenty-one booklets on various phases of the subject. A filmstrip describes the process of controlled atomic energy. Eight wall charts help children understand certain key ideas about atomic energy, and a set of study prints graphically instructs students in safety practices to be followed when working with radioactive materials. An annotated listing of the AEC booklets is furnished to aid in their use in the classroom.

SAN DIEGO

SUBJECT MATTER: **PHYSICAL SCIENCE A/L TEACHER (9-10)** Medium: **MANUAL**

TITLE: **PHYSICAL SCIENCE COURSE OF STUDY**

DESCRIPTION: The course consists of forty student laboratory experiments organized in a structured sequence of an integrated introduction to Chemistry and Physics. Each guide is accompanied by a "Teacher's Sheet" to indicate OBSERVATIONS, CONCLUSIONS AND CONCEPTS, READINGS AND RESEARCH, AUDIO-VISUAL AIDS, EQUIPMENT, TECHNIQUES AND SKILLS LEARNED, and miscellaneous suggestions. The course textual content is developed subsequent to and in direct relation to the laboratory experience.

1966 **PITTSBURGH**

SUBJECT MATTER: **BIOLOGY A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **PLANT CELL**

DESCRIPTION: A plant cell is illustrated on a base transparency. All parts are labeled, i.e., nucleus, chloroplasts, vacuole, etc.

1968 **MEMPHIS**

SUBJECT MATTER: **SCIENCE A/L STUDENT (3-6; SLOW 7-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **PRIMARY GRADE SPACE SCIENCE**

DESCRIPTION: This module contains two filmstrips, "ALIVE IN SPACE" and "COMMUNICATION SATELLITES." These filmstrips discuss how man must adjust for space travel and how a system of satellites can furnish the vital link in communication for the future. Also in the module is a packet of materials for study and demonstration of the solar system and a special comprehensive teacher's guide on space science for the primary grades.

SAN DIEGO

SUBJECT MATTER: **RESEARCH SKILLS A/L TEACHER (ELEMENTARY)** Medium: **REPORT**

TITLE: **RESEARCH SKILLS GO INTO ORBIT—ELEMENTARY CURRICULUM LEAFLET #5, APRIL 1964**

DESCRIPTION: This is a report on a classroom space science program which developed as a result of the in-service course offered by the school district. Space science served as the frame of reference for classroom activities in history, geography, current events, arithmetic, and language. Children did research and reporting required by the subject matter. Critical thinking, etymological study, and report writing were tied into this undertaking.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **SALINE WATER CONVERSION**

DESCRIPTION: This module gives coverage of a subject having great economic and social implications. An abundant supply of fresh water to such regions as the southwestern United States is the key to development for living and working. Many processes for desalinating water are discussed and demonstrated in this module along with the inside story of a real seawater conversion plant. A teacher's guide and test questions are furnished with the module.

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L TEACHER (7-8-9)** Medium: **MANUAL**

TITLE: **SCIENCE CURRICULUM GUIDE—GRADES 7-8-9**

DESCRIPTION: This curriculum guide for general science was developed to provide specific help to teachers in selection of meaningful concepts and learning experiences for teaching in the junior high schools. The guide provides a framework for understanding the sequential structure of the units at each grade level.

A block outline as well as detailed information is included for each grade level. In addition, relevant laboratory activities are indicated. Special resources are listed at the back of the manual.

1966 **DETROIT #8049**

SUBJECT MATTER: **SCIENCE A/L TEACHER (4-5-6)** Medium: **MANUAL**

TITLE: **SCIENCE EQUIPMENT GUIDE FOR TEACHERS**

DESCRIPTION: **This guide was developed to assist elementary science teachers in the use of science equipment purchased under Title I of ESEA. The guide provides a brief background for each piece of equipment, describing how to set it up for use and a procedure for implementation. In addition to the directions for implementation, content background is provided, explaining briefly what science this piece of equipment is designed to develop. Specific course of study references are included in this guide to help teachers find the appropriate unit where a specific piece of equipment can best be used to develop a science concept.**

1966 **CLEVELAND**

SUBJECT MATTER: **SCIENCE A/L TEACHER** Medium: **MANUAL**

TITLE: **SCIENCE IS EVERYWHERE (DEPARTMENT OF EDUCATIONAL BROADCASTING)**

DESCRIPTION: **SCIENCE IS EVERYWHERE is a second year program in science for the elementary school. It is a continuation of the first-year program which introduced children to the major conceptual schemes of science. In this middle primary science program, many of the fundamental ideas or concepts which were presented during the first year are expanded. This expansion involves depth as well as sequence. Each lesson, embodying many of the fundamental principles of science, is fifteen minutes in length. It is upon these principles that subsequent science course content can be added both in scope and depth.**

The first semester's work consists of three units which deal with matter, classification, and growth processes. Youngsters are prepared for understanding the principle of conservation of energy. The second semester's work explores energy, scientific measurement, and plant and animal development.

1965 **DETROIT #4-845**

SUBJECT MATTER: **SCIENCE (TV) A/L TEACHER** Medium: **MANUAL**

TITLE: **SCIENCE IS FUN**

DESCRIPTION: **This television course is designed for use at the first level of the primary unit. It is based largely upon the conceptual schemes approach. As a result, the units of study as well as the individual lessons do not resemble those found in conventional science textbooks. For example, the concept of energy is introduced in the first few lessons; moreover, the units dealing with living things emphasize the theme "structure and needs" rather than traditional taxonomy or classification.**

The first semester's work includes lessons devoted to living things—their structure and needs; other lessons consider the concept of light and explore sunlight, day and night, moonlight and stars. The second semester's work acquaints the child with the nature of air molecules and the changes they undergo; other lessons involve growth, and differentiation.

Each lesson is fifteen minutes long and is developed around a main theme. These themes are based upon the fundamental principles of science.

1967-68 **DETROIT**

SUBJECT MATTER: **SCIENCE A/L STUDENT (2-6)** Medium: **TV MANUAL**

TITLE: **SCIENCE FOR YOU**

DESCRIPTION: **A total of 108 lessons is broadcast to students during the school year. The time spent viewing the telecast is considered part of the allotted time for science instruction.**

These telecasts are designed to bring teachers and pupils experiences in science which might not ordinarily be possible in the classroom. They are planned to help broaden the scope of study and introduce or motivate the teachers and the students in scientific experimentation and interest.

Guides are provided for the teachers to use in conjunction with the programs.

1960 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR (3-4)** Medium: **MANUAL**

TITLE: **SCIENCE—GRADE 3-4**

DESCRIPTION: **This manual provides 3rd and 4th grade teachers with specific material and suggestions for organizing effective learning experiences in the science areas at these levels. Both science content and methods for presentation to pupils are stressed. Procedures for the evaluation of instruction are described at the end of each chapter.**

The manual contains an introductory section designed to assist teachers with planning lessons, asking questions, selecting and performing experiments, using audio-visual aids, and improving reading ability through instruction in science.

1966 **NEW YORK CITY**

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR (7)** Medium: **MANUAL**

TITLE: **SCIENCE: GRADE 7**

DESCRIPTION: **The new course of study, SCIENCE-GRADE 7, represents a pioneering effort in its approach to the study of science and is directed toward meeting the need of a scientifically literate population. Conceived as an integral part of the K-12 sequential science program, the teacher's guides provide parallel courses of study of highly motivational and challenging material in which the youngsters may observe and investigate meaningful science problems. Both the Long and Short Forms develop a wide range of science concepts underlying the grade 7 segment. Stress is placed upon learning the processes and methodology of science through active participation in laboratory experiences.**

In addition, the long form is structured so as to enable underachievers to proceed in small steps to a depth required of all other pupils.

1967 **NEW YORK CITY**

SUBJECT MATTER: **SCIENCE A/L TEACHER/ADMINISTRATOR (9)** Medium: **MANUAL**

TITLE: **SCIENCE: GRADE 9**

DESCRIPTION: **The new course of study SCIENCE-GRADE 9 is an integral part of the K-12 effort in science curriculum development. It is directed toward meeting the need of a scientifically-literate population. It was designed to guide young people to explore, search for, and discover scientific ideas which are basic to an understanding of the processes and methodology of science.**

By means of highly motivational and challenging material, the guides provide parallel courses of study to meet the needs of all pupils. Pupils are guided to investigate and solve meaningful science problems in the areas of chemistry, physics, biology and earth science. Stressing active participation in laboratory experiences, the parallel courses develop a wide range of science investigations to assist the pupils to comprehend the important science concepts underlying the grade 7 segment.

In addition, the long form is structured so as to enable underachievers to proceed in small steps to a depth required of all other pupils and thus ultimately to bridge the gap toward academic success.

1965 **NEW YORK CITY**

SUBJECT MATTER: **SCIENCE (TV) A/L TEACHER** Medium: **MANUAL**

TITLE: **SCIENCE IS DISCOVERY**

DESCRIPTION: **SCIENCE IS DISCOVERY is based upon the conceptual schemes approach as developed by the Curriculum Committee of the National Science Teachers Association. It is a 3rd year program in science for the elementary school. It is also the third science program in a three-year sequence for primary school children.**

This terminal program of the series emphasizes the area of astronomy, geology, and ecology. In addition, the nature of matter which was explored in the previous two levels is extended in this level to include the properties and structure on a subatomic basis.

Each lesson is fifteen minutes in length and is developed around a main theme. These specific themes were selected, for they embody many of the fundamental principles of science. It is upon these principles that subsequent course content can be added.

This course, initiated by the Departments of Educational Broadcasting and Mathematics

and Science Education of the Detroit Public Schools, is experimental. It is provided so that the viewing teacher may recognize in this new approach the opportunity for helping to lay a foundation in elementary science.

1967 **DETROIT #4-850**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **SCIENCE OF MANUFACTURING**

DESCRIPTION: A twenty-eight frame filmstrip and twelve black and white study prints are used to illustrate the process of designing and building an Atlas missile. Children like to know "what's inside." A teacher's guide discusses some important related scientific concepts and suggests some associated helpful classroom activities.

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L STUDENT/TEACHER (HIGH SCHOOL)** Medium: **WORKSHOP**

TITLE: **THE SCIENCE TEACHING DEVELOPMENT PROGRAM**

DESCRIPTION: The program, funded in part by the National Science Foundation, is a joint endeavor of the Board of Education of the City of Chicago and the University of Chicago. One of the goals of the program is to provide special science and mathematics instruction in an integrated and stimulating environment for able boys and girls who reside in economically-disadvantaged areas of the city. A second goal is to increase the total effectiveness of the teaching of the science and mathematics curricula in less-favored areas of the city. The planning of the special courses and the preparation of the teachers were carried out through the summer program, operated on the campus of the University of Chicago.

When this program was originated, it was designed for students with average or better ability. As it continued each year, it became evident that the techniques used would be very successful with the slow learner. The program for the summer of 1968 took place on the University of Chicago campus. Forty teachers—twenty in science and twenty in mathematics—participated in a six-week program. The teachers observed and participated in experimental high school classes. They developed techniques and materials for use in their own classes the following year. The experimental classes were staffed by master teachers selected for their knowledge of subject and pedagogical techniques.

The students (forty in number) in the summer classes came from local inner-city high schools. They were students who had the capacity to make a substantial contribution to the scientific community, but who were not currently preparing themselves to do so.

1964 **CHICAGO**

SUBJECT MATTER: **SCIENCE—TECHNOLOGY A/L ADMINISTRATOR (HIGH SCHOOL)** Medium: **REPORT**

TITLE: **SCIENCE—TECHNOLOGY FOR SENIOR HIGH SCHOOLS: AN INTRODUCTION TO THE TECHNOLOGY THAT SUPPORTS THE SCIENCES**

DESCRIPTION: The SCIENCE-TECHNOLOGY Program is intended to provide an introduction to the technology that supports the sciences. The program is planned as supplemental to present science and industrial arts courses at the high school level. First-hand experiences with fundamental materials, industrial processes, and related equipment are designed into the project. Although some aspects of the program appear to be vocational in nature, the course is not intended to be in a vocational frame of reference. Students are presented with a broad spectrum of science-related activities that are currently being applied in the "Field" in order that they can make realistic evaluations and decisions regarding their interests, capabilities, etc.

Areas for study include: physical properties of elements, hot and cold treatment of laboratory materials, preparing and handling chemical reagents, wave phenomena, chemical reactions and analysis, etc.

1967 **WASHINGTON, D.C.**

SUBJECT MATTER: **SCIENCE A/L TEACHER** Medium: **MANUAL**

TITLE: **SCIENTIFIC NOTATION**

DESCRIPTION: A review is provided of the short cut for multiplying or dividing by powers of 10. The notation separates any number into two parts which when multiplied will give

the number in ordinary forms.
The main advantage of the method is the way in which it simplifies calculations.
Exercises and answers are included.

1959 **SAN FRANCISCO**

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **SEALAB II**

DESCRIPTION: A fifty-nine-frame color, sound filmstrip takes you inside and all around the SeaLab as it rests on the ocean floor 205 feet below the surface. Forty study prints and six wall charts provide much food for thought for inquiring minds. An expanded teacher's guide provides much more background information and a helpful set of suggested test items along with a detailed description of the module and suggested uses.

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L TEACHER (K-6)** Medium: **WORKSHOP**

TITLE: **SPIRAL DEVELOPMENT WORKSHOP MATERIAL**

DESCRIPTION: This workshop has prepared resource materials for teachers in selected inner-city schools. The material serves as the nucleus around which workshops for the Science On Wheels Activity are developed.
The prime function of the workshop material is to illustrate the spiral developments of science concepts as found within the K-6 Chicago Public Schools Science Guides. The activities cover a wide range of student abilities, thereby helping teachers to meet the needs of individual children. The correlation of language arts with science is also stressed.

CHICAGO
Available for sale $1.25.

SUBJECT MATTER: **SCIENCE A/L STUDENT/TEACHER (RESEARCH SCIENTIST)**
Medium: **SYMPOSIUM**

TITLE: **STUDENT SCIENCE SYMPOSIUM**

DESCRIPTION: The symposium is designed to focus upon the presentation of scientific papers. The student's inherent scientific interest and his ability to express himself in oral and written form are emphasized.
Papers are chosen from the exhibits entered at the city science fair. A panel of university specialists selects meritorious papers for presentation.
Symposium participants receive a special award.

1966 **CHICAGO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (3)** Medium: **BULLETIN**

TITLE: **STUDY OF CONIFERS INSPIRED BY THE CHRISTMAS SEASON—**
ELEMENTARY CURRICULUM LEAFLET #3 NOVEMBER 1965

DESCRIPTION: This material tells how the teacher in a given elementary classroom tied in the Christmas season with a study of conifers.
Samples were brought into the classroom by the teacher; the teacher identified the various trees and special characteristics were listed.
Class discussion and reports were directed toward the pursuit of nature study, development of critical thinking, and a strengthened sense of history. With respect to this last element, children discovered that the Lodgepole Pine was once used by Indians to support their homes, but it later was used for making railroad ties.
Economic, mathematical, and aesthetic appreciations also accrued from this unit.

1965 **SAN FRANCISCO**

SUBJECT MATTER: **SCIENCE (INQUIRY TRAINING) A/L TEACHER (1-6)** Medium: **WORKSHOP**

TITLE: **TEACHER-TRAINING PHASE OF THE INQUIRY APPROACH IN SCIENCE**
EDUCATION PROGRAM FOR CHILDREN (GRADES 1-6)
IN POCKET-OF-POVERTY AREA SCHOOLS

DESCRIPTION: Science learning was emphasized for educationally-disadvantaged children in this program. Inquiry techniques developed by the American Association for the Advance-

ment of Science and other scientific organizations were employed.
Preparation of science units, utilization of closed-circuit TV, and an evaluation of the inquiry approach were significant elements of the undertaking.

1967 **PHILADELPHIA**

SUBJECT MATTER: **PHYSICAL SCIENCE (ADVANCED-2) A/L TEACHER (HIGH SCHOOL)** Medium: **MANUAL/35MM. SLIDES**

TITLE: **TEACHERS HANDBOOK FOR ADVANCED PHYSICAL SCIENCE-2**

DESCRIPTION: This material consists of a loose-leaf folder containing various slides used in advanced physical science 2. Photographs of galaxies and clusters of galaxies are included.

LOS ANGELES

SUBJECT MATTER: **SCIENCE A/L STUDENT (4-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **TEACHING CHILDREN ABOUT SPACE SCIENCE**

DESCRIPTION: This original kit with a great variety of materials, some of which have been reissued and updated in subsequent releases, includes four filmstrips, four sets of study prints, six wall charts, and a large comprehensive guide for teaching children about space science.

SAN DIEGO

SUBJECT MATTER: **LIFE AND EARTH SCIENCE A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **TELEVISION GUIDES FOR LIFE AND EARTH SCIENCE**

DESCRIPTION: The television guides assist the teacher who is using instructional television as a resource for life and earth science. The guides list the concepts studied in each television lesson, provide suggestions for supplementary activities, give reading references, etc.

1966 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L STUDENT (5-12)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **UNDERSEA RESEARCH VEHICLES**

DESCRIPTION: The module contains a number of items related to undersea research vehicles. A forty-frame color/sound filmstrip, UNDERSEA EXPLORATION BY DIVING SAUCER, describes and portrays Jacques Cousteau's exploration of the Scripps Submarine Canyon and San Diego's continental shelf in the 2,000-foot depth Diving Saucer. Cousteau, in his explorations, clarified many mysteries of these depths and changed considerably some of the theories that had been advanced by oceanographers of the past.
The narration for this filmstrip has been translated into Spanish and the filmstrip study guides, in both English and Spanish, are furnished with the module. The Spanish narration has been recorded and both English and Spanish narrations will be included on a high fidelity disc recording.
Wall charts and study prints represent important elements in the module. They provide ways of making significant contrasts and comparisons.
A seventy-one-page teachers guide introduces the module, gives a careful description of the contents, and provides the teacher with background information for teaching about undersea research vehicles. Several pages of sample test items, an extended list of suggested activities, a crossword puzzle, and two related short stories serve to tie the entire module together and assure its implementation into the curriculum.
A bibliography of nearly 100 entries cites articles from periodicals, books for the students and teachers, and audio-visual materials where further information can be found to enrich the study of oceanography.

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L STUDENT (5-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **UNMANNED EARTH ORBITING SATELLITES**

DESCRIPTION: The module contains a number of items related to unmanned earth satellites. COMMUNICATION BY SATELLITE is the title of a thirty-five-frame color, sound filmstrip. This filmstrip deals with the need for communication satellites based on the growth of international communication, a review of active and passive satellites that have already been placed in orbit, the ground stations necessary for synchronizing the use of communication satellites, and the various approaches to developing communication systems by use of satellites. The filmstrip study guide also includes a vocabulary list of words introduced by the filmstrip narrative. This narrative has been translated into Spanish and the filmstrip study guide will be printed in both English and Spanish. Both the English and Spanish narratives will be recorded on a high fidelity disc recording to be included with the module.

A set of forty black and white study prints with captions entitled GEOCENTRIC SATELLITES show the many types of satellites employed as well as the problems of construction, manufacture, ground support needed, and a description of the kind of experimentation or service being carried on by the satellites. Eight wall charts support this module to clarify further problems associated with the implementation of a satellite system including space hazards encountered and the relative frequency with which the satellites are added to the system.

A forty-page teachers guide describes the module in detail, gives suggestions for use of the module in the classroom, provides considerable background information to the teacher, and contains several classroom activities. Scientific principles regarding the law of gravitation and how this law relates to satellite orbital paths are discussed, and helpful classroom experiments are outlined. This module was written for use in grades five through eight.

SAN DIEGO

SUBJECT MATTER: **SCIENCE A/L STUDENT (5-8)** Medium: **MODULE (MULTIMEDIA)**

TITLE: **UNMANNED EXPLORATION OF THE MOON, SUN, AND PLANETS**

DESCRIPTION: The module contains a number of items related to unmanned exploration of the moon, sun, and planets.

Two color, sound filmstrips entitled OVERVIEW OF SPACE EXPLORATION, Part I and II, provide an overview of the training processes for astronauts, the preliminary exploration by unmanned satellites, the history of manned exploration, and a review of the experiments carried on by NASA in making safe preparation for manned exploration of space. Included in the filmstrip are reproductions of a number of paintings portraying various phases of or reactions to space exploration. The narratives for these filmstrips have been translated into Spanish. The module will include printed filmstrip study guides in both English and Spanish; the narratives will be recorded in both English and Spanish on high fidelity disc recordings.

A set of sixteen black and white study prints entitled EXPLORATION OF THE SOLAR SYSTEM deals with certain phenomena encountered in space and reviews results of the explorations of Mariner II and Mariner IV. A set of thirty study prints entitled UNMANNED EXPLORATION SPACECRAFT pictures and discusses impacting lunar spacecraft; soft-landing lunar spacecraft; orbiting lunar spacecraft; solar, Venus, and Mars probes; and the interplanetary monitoring platforms. In addition, four extra-large wall charts present and interpret displays of Ranger moon photos, Surveyor moon photos, lunar orbiter moon photos, and Mariner martian photos. Two other wall charts supply a launch data record for satellites and information on the property of ellipses as related to satellite orbits.

A six-page pamphlet entitled THE WORK OF NASA gives excellent career information for the many jobs in space science, and a new ninety-seven-page book produced by NASA entitled SPACE: THE NEW FRONTIER gives quite a complete report of space exploration to date.

A forty-page teacher's guide describes the module in detail, gives suggestions for classroom uses, and includes classroom activities to bring out the scientific principles of orbital motion as described in Kepler's Laws.

SAN DIEGO

SUBJECT MATTER: **SCIENCE (SPACE) A/L TEACHER (ELEMENTARY, SECONDARY)** Medium: **MANUAL**

TITLE: **A VISIT TO THE PLANETARIUM**

DESCRIPTION: A VISIT TO THE PLANETARIUM was developed to assist teachers in planning a meaningful field trip to the planetarium facilities of the Milwaukee Public Schools. The guide encourages teachers to give students the opportunity of participating in an unusual learning experience.

1967 **MILWAUKEE**

SUBJECT MATTER: **SCIENCE A/L STUDENT (ELEMENTARY, JUNIOR HIGH, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **WHAT'S INSIDE OF ME?**

DESCRIPTION: The base transparency is an outline of the body. The four overlays show structures in the following systems: respiratory, nervous, digestive, and circulatory. Parts are labeled in each instance.

1968 **MEMPHIS**

SUBJECT MATTER: **SCIENCE A/L TEACHER (2)**
Medium: **REPORT**

TITLE: **WHO CARES ABOUT THE WEATHER?—ELEMENTARY CURRICULUM LEAFLET #4**

DESCRIPTION: This report details the answers that 2nd-grade children seek to find about the general topic of weather. They also study science, examine the cultures of people in far off parts of the world, and make progress in many areas of skill development.

Throughout the entire unit, listening, reading, oral and written expression, research, science, and arithmetic skills are all being taught, maintained, and extended. There is a balance of opportunities provided for independent and group work.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **SCIENCE A/L TEACHER (K-2)**
Medium: **TAPE/RADIO**

TITLE: **WORLD OF WONDER**

DESCRIPTION: A World of Wonder is a science series designed to implement and supplement the science bulletin, SCIENCE: K-2.

The program is presented in alternate weeks, with programs for kindergarten classes one week, and programs for grades 1 and 2 for the following week.

Tapes of these programs are available to every school in the city from BAVI.

1967 **NEW YORK CITY**

SUBJECT MATTER: **SCIENCE (WEATHER) A/L STUDENT (ELEMENTARY, JUNIOR HIGH)**
Medium: **FILMSTRIP/TAPE**

TITLE: **YOUR WEATHER BUREAU**

DESCRIPTION: The operation of the United States Weather Bureau, located at the Friendship International Airport in Maryland is described. Weather instruments, assaying and reporting, and the relationship of weather forecasting to the operation of a modern day airport dramatize the necessity for this vital area of service.

1968 **BALTIMORE**

SUMMARY

The science section is relatively large, testifying to a fair amount of activity in this subject-matter area. There were not only a considerable number of contributions for what is often considered to be a non-basic discipline, but they also represent an unusual variety of activities. There is little doubt that many facets of recent scientific achievement have been accommodated in science curriculums.

Multimedia teaching collections or modules are in evidence. For example a space module developed in one city includes a filmstrip, 11" x 14" study prints, and wall charts. Such collections may not always be formally grouped; in some instances, they are simply packets of materials. For a nuclear energy unit dealing with radiation, an abundance of equipment and supplies is made available, e.g., lead bricks, isotopes, and planchets.

Innovation both in content and method can be noted at the elementary and secondary levels. If there is a trend, it is that many sophisticated science courses are permeating the elementary school. But ferment is discernible across the entire spectrum. There is considerable emphasis on concept development; such concepts are established through a heavy investment in experimentation which requires actual pupil involvement. Special tasks or assignments are completed by students who bring to bear the results of inquiry training, observation of phenomena, and information on the conduct of an investigation.

Experimentation is pursued in the basic life, earth, and physical science areas. Without any real weakening of emphasis in the life sciences, there is a strengthening of the earth and physical science dimensions. Kitchen physics units are now being taught in the primary unit. Students learn, for example, about the properties of liquids. At the upper-grade levels, physics is being taught to non-college bound youngsters. Attention is being given low achievers in all aspects of science study. Demonstrations help define concepts and assist in making the study of science more meaningful.

Concepts are organized on a continuum; students are given experiences which enable them to describe phenomena so that concepts are readily defined. They are given practice in solving problems and in seeking generalizations. Many types of resources are made available to accommodate perceptual differences. The slow, average, and gifted are all targets of modern, innovative science programs. Those with reading difficulties may work on a packet-program basis. They may use self-testing exercises; games, and puzzles are also employed.

Emerging courses cover diverse areas. There are combination arrangements such as language and science. In this instance the bond is really vocabulary or etymology. Scientific papers may be prepared and read at a symposium. The use of the microscope is being taught in a primary unit in one school, and a study of saline water conversion is the major goal of course at the middle-grade level. Still another attempt has been the development of a course in science technology. Oceanography is a growing interest, and in one school system an arrangement is made with a private institution to extend the base of available resources. Primary-grade space science has carved a niche for itself, and youngsters are put in touch with problems of life in space and communication satellites. Radiation, meteorology, and astronomy can also be found in the innovative curriculums. Of course, television programs are used to enhance the utility of science programs.

KEY IDEAS

Multimedia
Module
Concepts
Investigations/Experimentation
Activities/Pupil involvement
Inquiry training
Individualization
Earth science
Nuclear energy
Oceanography
Inner-City
Science technology
Astronomy
Meteorology
Continuum
Programmed Instruction
Demonstrations

IX
SOCIAL STUDIES

SUBJECT MATTER: **HISTORY A/L STUDENT (ELEMENTARY)** Medium: **TEXTBOOKS (4)**

TITLE: **ADVENTURES IN UNITED STATES HISTORY (4 UNITS)**

DESCRIPTION: This material, developed with funds provided by the Federal Government under Title I, Elementary and Secondary Education Act of 1965, has been organized in four individually-published units:

1. Colonists settle in the New World and Gain Independence.
2. A New Nation.
3. Americans Move West.
4. The Civil War Divides the North and South.

Summary readings, special activities, dramatic dialogues, and emphasis on vocabulary are some of the salient features of these publications. Chapter review discussion sections help to tie the material together. A number of special outline maps are included.

1967 **LOS ANGELES**

SUBJECT MATTER: **GEOGRAPHY A/L STUDENT (JUNIOR HIGH/SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **ALASKA**

DESCRIPTION: The base transparency indicates mountain ranges. One overlay shows the confluence of Porcupine and Yukon Rivers and general orientation of the Yukon. The second overlay presents the major cities of Alaska.

1967 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES AND LANGUAGE ARTS A/L TEACHER/STUDENT (ELEMENTARY)** Medium: **EXHIBIT (STUDY COIL)**

TITLE: **THE ALASKAN ESKIMOS**

DESCRIPTION: Various objects made and used by the Eskimos were selected for this collection to provide students with some of the actual materials about which they read and to make available more in-depth material for study. All materials can be handled by students, especially children who learn more readily in non-verbal ways. A text developed primarily for the teacher provides information on the history of the Eskimos, an illustrated discussion of Eskimo houses, and a dictionary of Eskimo words and terms to help in the development of language skills.

1968 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (K-12)** Medium: **LOAN EXHIBIT**

TITLE: **ALL NATIONS HELPED TO BUILD AMERICA**

DESCRIPTION: The multiplicity of our ethnic heritage is suggested in this exhibit of costume dolls, artifacts, handicrafts, books, and pictures—bringing out contributions of various peoples to America. It is not comprehensive, but is intended to stimulate children's interest in their heritage and to stimulate them to think of other groups and their contributions to the democratic way of life.

1955 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L PARENTS/TEACHERS/STUDENTS (5-9)** Medium: **TV**

TITLE: **ALMANAC**

DESCRIPTION: ALMANAC is a series of programs designed to commemorate the holidays, birthdays, and anniversaries that are celebrated throughout the year. Special guests, filmed sequences, and interesting visuals help to illuminate the particular birthday or anniversary being celebrated. Alhtough these telecasts are recommended for grades 5 through 9, they are of interest to almost any age level.

1966 **NEW YORK CITY**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/PARENT/ADMINISTRATOR (5-6)**
Medium: **TV**

TITLE: **AMERICAN HISTORIC SHRINES**

DESCRIPTION: This series of thirty programs highlights some of the important landmarks, monuments, and antiquities that remain and have been preserved as symbols of America's past. It is hoped that the programs will contribute to every child's understanding of what it means to be an American.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **HISTORY A/L TEACHER (11)**
Medium: **MANUAL**

TITLE: **AMERICAN HISTORY—GRADE 11**

DESCRIPTION: Since the student makes his most intensive study of American History in grade 11, the guide was written to help the teacher provide opportunities for effective and lasting study of this area. Its purpose is to offer the teacher suggestions for making learning meaningful and interesting for students. Objectives, course outline, time allotments, method, materials, and resources are included.

1964 **DETROIT**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (5)**
Medium: **TEXTBOOK**

TITLE: **AMERICANS—THEN AND NOW**

DESCRIPTION: Elementary school children in Los Angeles study United States in the 5th grade. They learn of its history, its geography, its industries, its resources, and its place in the world. The materials are designed to help children develop healthy, constructive attitudes towards persons of different backgrounds and cultures, and to learn to appreciate the contributions of many different people to the growth of the nation.

This publication also assists children of minority races in developing feelings of greater personal worth and dignity as they identify with those members of their group who have contributed to the development of the country.

Contributions of such individuals as Crispus Attucks, Harriet Tubman, Hideyo Noguchi and others are described in the context of their contribution to the development of the United States.

A resource manual has been developed to accompany the test. Background information for the teacher is provided; suggested pupil activities and a bibliography are also included for each selection.

1966 **LOS ANGELES**

SUBJECT MATTER: **SOCIAL STUDIES (TV) A/L TEACHER (6)**
Medium: **SCRIPT GUIDE**

TITLE: **THE AMERICAS IN A CHANGING WORLD**

DESCRIPTION: This, television program was planned and taped for 6th-grade social studies classes. The thirty-two lessons are closely related to the course of study in the Cleveland Public Schools. Printed copies of the scripts and the teacher's guides can be made available.

1966 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L PUPIL (3)**
Medium: **TEXTBOOK/MANUAL**

TITLE: **ANGELENOS—THEN AND NOW**

DESCRIPTION: Elementary school children in Los Angeles study their city in the 3rd-grade. They learn of its history, its geography, its industries, its resources, and its place in the world. The material is designed to help children develop healthy, constructive attitudes toward persons who are different from themselves, and to learn to appreciate the contributions of many different people in the growth of Los Angeles and the nation.

The material is developed within the context of biographical information, i.e., individuals who have made specific contributions to the development of Los Angeles.

A special manual has been developed to accompany the material. It contains resource information for the teacher, suggested pupil activities, and a bibliography for each section.

1966 **LOS ANGELES**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (5)** Medium: **FILM**

TITLE: **APARTMENT FOR SALE**

DESCRIPTION: This sound film depicts a 5th-grade class using role play to reveal problems of urban renewal. The cost of building new housing units is contrasted with the cost of renovizing existing units. Planned as an aid to the introduction of economic concepts in social studies, it is now used for faculty meetings and in-service classes.

1967 **CLEVELAND**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (12A)** Medium: **MANUAL**

TITLE: **APPRAISING COMPETING SOCIAL AND ECONOMIC SYSTEMS**

DESCRIPTION: This guide contains key quotations, discussion questions, and comprehensive bibliographies. The major goal of the course is to provide the student with objective tests for comparing and contrasting various social and economic systems. Capitalism, communism, fascism and moderate socialism are analyzed with respect to their means and goals.

The student is encouraged to base his appraisal on a system's effect on man. He is made aware that theoretical definitions may be misleading. The following types of questions are considered with respect to the appraisals:

1. Does the system respect or ignore the dignity of the individual?
2. Does the price of adherence to any given system include the sacrifice of liberty?
3. Is good service assured, or are we contracting to be the servant of a master?

1964 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/ADMINISTRATOR (ELEMENTARY, SECONDARY)** Medium: **MANUAL**

TITLE: **THE ART OF QUESTIONING: SOCIAL STUDIES—STIMULATING AND EVALUATING LEVELS OF THINKING**

DESCRIPTION: This material has been prepared to assist teachers in developing thought provoking questions to assure a varied intellectual atmosphere in the classroom.

Types of questioning are defined for the primary, middle-grade, and upper-grade levels. Initiation, development, and assessment are related concerns at these three levels. The major purpose of the manual is to illustrate the possibility of stimulating and evaluating pupil achievement in social studies at several levels of thinking. The material is structured on the basis of Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK I: COGNITIVE DOMAIN. Remembering, comprehension, application, analysis, synthesis and evaluation are significant components.

1966 **LOS ANGELES**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **TEXTBOOK**

TITLE: **AT HOME IN SAN FRANCISCO**

DESCRIPTION: This book is one in a series of six which deals with San Francisco. Illustrations, a large type face, and a simple narrative style are combined to create a volume of high interest and easy readability. The material deals essentially with San Francisco as it is today; attention is given to neighborhoods, homes, etc.

1949 **SAN FRANCISCO**

SUBJECT MATTER: **HUMAN RELATIONS A/L TEACHER/ADMINISTRATOR/STUDENT/COMMUNITY** Medium: **NEWSLETTER**

TITLE: **BREAKTHROUGH**

DESCRIPTION: George Washington High School, with a racial mixture corresponding to that of the City of San Francisco, established a BREAKTHROUGH program which has as its goal involvement of all students and faculty members in a free and open discussion of racial problems. The focal point for the BREAKTHROUGH program is a BREAKTHROUGH day during which all classes are suspended. During a general session speeches are provided by prominent authorities. The remainder of the day is devoted to small discussion groups, giving individual students an opportunity to express their views.

Follow-up activities in the classrooms are emphasized through specific lesson plans: a number of committees have been established for the purpose of contacting community resource people, providing publicity, etc.

1968 **SAN FRANCISCO**

SUBJECT MATTER: **HUMAN RELATIONS A/L (ELEMENTARY)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **BROTHERHOOD**

DESCRIPTION: This set of pictures was designed to help teachers in developing the various facets of the concept of brotherhood. Each picture incorporates people of various ethnic backgrounds and is related to an activity within children's experience so that they can identify with it more readily. While planned for use in the inner-city schools particularly, the illustrations are equally valuable for children in other schools.

1962 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L PUPIL (4)** Medium: **TEXTBOOK/MANUAL**

TITLE: **CALIFORNIANS—THEN AND NOW**

DESCRIPTION: Elementary school children in Los Angeles study the State of California in the 4th-grade. They learn of its history, geography, industries, resources, and place in the world today. The material is designed to help children develop healthy, constructive attitudes towards persons of different backgrounds and cultures, and to learn to appreciate the contributions of many different people to the growth of the state and nation.

It is also hoped that this publication will assist children of minority races in developing feelings of greater personal worth and dignity as they identify with members of their group who have contributed to the development of the city and country.

The book is developed in terms of biographical information about those who played a role in the growth of California. Such individuals as James Beckworth, Francisco Bravo, and Sammy Lee are discussed.

A manual for teachers accompanies the text. It provides resource information which is invaluable in teaching the dimensions of the textbook. Objectives, general background information, suggested pupil activities, and a bibliography are all included.

1966 **LOS ANGELES**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/PARENT/ADMINISTRATOR (4-6)** Medium: **TV**

TITLE: **CHILDREN OF OTHER LANDS**

DESCRIPTION: Children of other lands is a series of thirty programs designed to stimulate interest in people of many nationalities, races, and cultures. It is hoped that children will be left with a deep understanding of the needs, feelings, ideas, and customs of other children living in various countries throughout the world.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (7)** Medium: **TEXTBOOK**

TITLE: **THE CITIZEN—HIS HERITAGE-RIGHTS-RESPONSIBILITIES**

DESCRIPTION: The grade seven offering enables the student to recognize his membership in the family of man. Each youngster who attends the Milwaukee Public Schools is involved in human relations education. Through physical anthropology he understands the uniqueness of being human. Cultural anthropology helps him to discover the social systems or institutions (economic, political, religious, social, educational) that are common to all groups. He traces the development of these institutions throughout Western civilization. Then he explores each in depth using contemporary American society as the model for study. This course introduces the adolescent to history, geography, and each of the social science disciplines and provides an axis for the subsequent courses in the secondary social studies sequence.

1966 **MILWAUKEE**
Available for sale.

SUBJECT MATTER: **GEOGRAPHY A/L STUDENT** Medium: **MAP**

TITLE: **CITY OF DETROIT, MICHIGAN (AN OUTLINE MAP SHOWING MAJOR FEATURES)**

DESCRIPTION: A wall map in full-color of Detroit and suburbs shows principal streets and other important features.

1964 **DETROIT**

SUBJECT MATTER: **HUMAN RELATIONS A/L STUDENT (PRE-SCHOOL K-12)** Medium: **FILM**

TITLE: **CLEAR FOR TAKE-OFF**

DESCRIPTION: Three Negro children and one white boy, enroute to Boston by jet plane, experience an unscheduled landing at John F. Kennedy airport. The children are treated to an unexpected tour of a modern air terminal by their Negro flight officer. They meet people of varied backgrounds in exciting aviation occupations which all are encouraged to consider.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **CIVICS A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **COMMUNIST WORLD-EAST**

DESCRIPTION: The base transparency is a map showing communist countries. One overlay indicates communist satellites; a second overlay indicates nations allied with the West.

1967 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENTS (JUNIOR HIGH)** Medium: **FIELD TRIPS**

TITLE: **COMMUNITY RESOURCE COURSE**

DESCRIPTION: Children from low socioeconomic areas are often deprived of informal educational experiences considered typical for youths of middle-income families. Limited finances preclude family vacations and many times limit the student's ability to gain a knowledge of his local community.

This lack of an experimental base can have a detrimental effect upon the attitude of the culturally-disadvantaged youth as he views his role in society.

A community resource project, under funds provided by the Elementary-Secondary Education Act, has been designed to help acquaint the student with the many facets of life within his community.

1967 **MILWAUKEE**
Available on complimentary basis.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT** Medium: **TEXTBOOK**

TITLE: **COMPARATIVE POLITICAL SYSTEMS: AN INQUIRY APPROACH**

DESCRIPTION: This text consists of sixty readings which have been edited from published works or written especially for the course. Each day's assignment follows this pattern:

(1) Introduction—relates a reading to other readings, supplies essential background information.
(2) Study questions—are the basis for preparing youngsters for class discussion.
(3) Source material—newspaper article, magazine feature, etc.

The text selection and related audio-visual aids are designed to help students draw their own conclusions after analyzing data.

1967 **PITTSBURGH**

SUBJECT MATTER: **AFRICA (WORLD CULTURES SUB-UNIT) A/L TEACHER (HIGH SCHOOL, JUNIOR HIGH SCHOOL, MIDDLE SCHOOL)** Medium: **WORKSHOP**

TITLE: **CONTRACTUAL AGREEMENT AMONG THE SCHOOL DISTRICT OF PHILADELPHIA, THE AFRICAN CENTER OF LINCOLN UNIVERSITY, AND THE WORLD AFFAIRS COUNCIL, TO CONDUCT A TEACHER INSTITUTE.**

DESCRIPTION: This program was set up to prepare teachers for teaching the new World Cultures sub-unit on Africa. In addition to hearing formal presentations, participants had a chance to examine new materials and to explore methods of utilizing them.

1967 **PHILADELPHIA**

SUBJECT MATTER: **HUMAN RELATIONS A/L (ELEMENTARY)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **COOPERATION**

DESCRIPTION: This set of pictures was developed to provide teachers with material on an elementary level to provoke discussion about cooperation: among people, in work, at play, at home, in school, and in the community. Particular emphasis was on providing pictures which would enable children from various backgrounds to identify with the subject and relate it to their daily life.

1962 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (K-12)** Medium: **MANUAL**

TITLE: **THE CULTURAL AND HISTORICAL CONTRIBUTIONS OF AMERICAN MINORITIES**

DESCRIPTION: This manual was developed to assist teachers in the selection and utilization of library materials which are illustrative of the roles played by minority groups in the formation of the American cultural fabric. The Bibliography is organized according to grade level with separate sections for elementary and secondary teacher reference.

1968 **BUFFALO**
Available on a complimentary basis.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (6-12)** Medium: **BULLETIN**

TITLE: **DEMOCRACY IN THE CLASSROOM (GRADES 6-12) OR PLANNING GUIDANCE = MAXIMUM PUPIL PARTICIPATION**

DESCRIPTION: Pupil growth depends in large measure on planned guidance by the teacher and an investment of effort by the student. This bulletin describes how such growth takes place —particularly when there is sufficient advance notice to do a satisfactory job.
This plan suggests both extensive and intensive use of floor talks. Discovery, independent study, multimedia, concepts, and involvement are some of the key aspects of the undertaking. The development of leadership is a signal product of this project.

1967 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT (8)** Medium: **TEXTBOOK**

TITLE: **DETROIT, A MANUAL FOR CITIZENS**

DESCRIPTION: Although this book provides a historical dimension for pupils, its primary goal is to give students an idea of the machinery which keeps a great city operating. Law, method of government, education, health, and the myriad services and activities of a great city are all included in this text. The systematic study of agencies and activities, it is felt, are essential in the total educational background of all students. The use of this material helps prepare students to make worth-while contributions to their community.

1958* **DETROIT**
*Revised edition available for sale soon.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (3-4)** Medium: **TEXTBOOK**

TITLE: **DEROIT AT WORK**

DESCRIPTION: This text is designed to inform boys and girls about the people who live and work in Detroit. It deals with the megalopolis concept in a way that indicates how closely tied together are the city and its suburbs. Utilities, manufacturing, labor, and other salient factors are interwoven so that the youngster will have a sound understanding of the economics of his own general community.

1966 **DETROIT**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (3)** Medium: **MANUAL**

TITLE: **DETROIT AT WORK—TEACHER'S GUIDE (GRADE 3 SOCIAL STUDIES)**

DESCRIPTION: This manual provides suggestions for teachers in using the text entitled DETROIT AT WORK. The material has been designed to assist teachers in enriching the study of Detroit's economic life and expanding the material found in the text.

The objectives include three major considerations:

1. The way man uses resources to satisfy his needs and wants
2. The production and distribution of goods
3. The means for carrying out services and for acquiring wealth either as profits or wages

1966 **DETROIT**

SUBJECT MATTER: **HISTORY A/L STUDENT (3)** Medium: **TEXTBOOK**

TITLE: **DETROIT, WAYNE COUNTY AND MICHIGAN**

DESCRIPTION: This textbook traces the historical development of Detroit from its founding by the French through the regimes of the British and the American governments. The role of the city in the Underground Railway and the Civil War, as well as rapid development with the invention of the automobile are discussed. The treatment of Detroit today is oriented to the problems of modern urban living and the solutions being reached by the people and their government.

The remaining half of the text discusses Wayne County, with its similarly increasing urbanization and attempts at cooperative solutions to the problems of local government, and the State of Michigan. The latter focus deals with the history of the state from early Indian times to the present, and develops an understanding of modern growth and development of the state.

1955* **DETROIT**
*New edition being written.
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (PRE-SCHOOL K-12)** Medium: **FILM**

TITLE: **DR. ORTIZ**

DESCRIPTION: This true story is based on the life of a doctor now working in one of the New York City hospitals. Opportunities for varied occupations in the healing arts are revealed in the story.

1967 **NEW YORK CITY**
Available for sale or rent.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT** Medium: **TEXTBOOK**

TITLE: **EARLY SAN FRANCISCO—BOOK 5**

DESCRIPTION: This book is one of a series of six similar items dealing with various aspects of San Francisco. Illustrations, a large type face, and a simple narrative are combined to make an item of high interest and easy readability. The historical background of San Francisco is explored through legends and outstanding personalities. Portola, Father Serra, and Anza are utilized for this purpose. The role of the pony express, railroad and the cable car are used as mosaics in the depiction of San Francisco history.

1949 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (1-6)** Medium: **FILM**

TITLE: **ECONOMIC EDUCATION IN ELEMENTARY SCHOOLS**

DESCRIPTION: A series of color slides showing classroom activities was prepared for use in faculty meetings and in-service courses as an introduction to a program of economic education.

1965 **CLEVELAND**
Not available for distribution.

SUBJECT MATTER: **HISTORY A/L STUDENT (9)** Medium: **COLLECTION**

TITLE: **EGYPTIAN UNIT**

DESCRIPTION: This project represents a multimedia collection of materials designed to contribute to student understanding of the role played by Egypt in the development of civilization. Pictorial materials, filmstrips, and specially-prepared items are included in this collection.

BALTIMORE

SUBJECT MATTER: **ECONOMICS A/L TEACHER** Medium: **MANUAL**

TITLE: **EMPHASIS ON FAMILY FINANCE**

DESCRIPTION: The study of family finance is an integral part of basic education. It involves relationships with family members, selection of consumer goods and services, and interdisciplinary concepts based on all facets of the educational process; personality development, ability to communicate, ability to calculate probabilities, and ability to apply research techniques become vital to the maturing of a functioning citizen.
Economic concepts are viewed through dimensions of business education, home economics, and the social studies.
A bibliography of instructional materials is included.

1966 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L PUPIL (9)**

TITLE: **EXPERIMENTAL WORLD REGIONS COURSE**

DESCRIPTION: An experimental interdisciplinary world regions course has been planned for 9th-grade social studies pupils in the Buffalo Public Schools. The program was developed as a result of dissatisfaction with the present course and focuses on the history, economics, government, geography, of sub-Saharan Africa.

BUFFALO

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (1-6)** Medium: **MANUAL**

TITLE: **A FIELD TRIP DIRECTORY FOR ELEMENTARY SOCIAL STUDIES CLASSES**

DESCRIPTION: This directory lists the address, the name of the person with whom arrangements are to be made, admission fee, etc., for a variety of suggested locations suitable for field trips. Included are suggestions for planning and conducting field trips. Because of its specific reference to Cleveland locations, it would not be useful outside the city. However, it could be used as a model by other cities in the planning of a similar directory.

1966 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (K-12)** Medium: **LOAN EXHIBIT**

TITLE: **FIRST CITIZENS OF AMERICA**

DESCRIPTION: This exhibit emphasizes the relationship of the American Indians to their environment and how they used the natural resources in satisfying daily needs. Their contribution related to inventions, crafts, food production, conservation, social organization, and the arts, are stressed to help children appreciate and understand these people and combat the stereotyped image of the Indian so commonly presented in movies, etc.

1957 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **TEXTBOOK**

TITLE: **FUN IN SAN FRANCISCO—BOOK 3**

DESCRIPTION: This book is one of a series of six which deals with San Francisco. This particular volume is set in a modern context. Recreational aspects are explored. Golden Gate Park, the Steinhart Aquarium, San Francisco zoo and other recreational resources are discussed. The illustrations, large type face, and easy readability are combined to make this volume one of high interest for most youngsters.

1949 **SAN FRANCISCO**

SUBJECT MATTER: **CIVICS A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **GERMANY DIVIDED**

DESCRIPTION: A political map of Germany and surrounding countries is shown. Allied and/or free countries are in green; communist countries are represented in red. A map of Berlin has been superimposed to show the division of the city. The Legend shows different approaches to Berlin from West Germany.

1967 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER** Medium: **MANUAL**

TITLE: **A GUIDE IN SOCIAL STUDIES—GRADE 6 B**

DESCRIPTION: The purpose of this guide is to provide suggestions for teachers in introducing world history. Objectives, ideas for unit introductions, and a variety of study materials from readings and basic books are included. Special attention is given to unique aspects of reading skills in the social studies.

1964 **DETROIT**

SUBJECT MATTER: **U.S. HISTORY A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **GUIDE TO THE TEACHING OF PENNSYLVANIA AND U.S. HISTORY AND GOVERNMENT**

DESCRIPTION: The guide was revised to include the role of the Negro in American history. A bibliography of books, films, filmstrips, recordings, etc. for each unit was developed. Textbooks that fit the course were purchased for every 8th-grade school in the city. Inservice courses in Afro-American history were given and hundreds of teachers took the courses.

1967 **PHILADELPHIA**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT** Medium: **TEXTBOOK**

TITLE: **HERITAGE OF ST. LOUIS**

DESCRIPTION: This text has been especially written to provide students in the St. Louis Public Schools with background about their own city. From the founding of the city in 1764 to its role in modern America, the total picture is drawn. Education, recreational dimensions, the arts, and outstanding individuals are all studied.

1964 **ST. LOUIS**

SUBJECT MATTER: **PSYCHOLOGY A/L PUPIL (HIGH SCHOOL)**

TITLE: **A HIGH SCHOOL COURSE IN PSYCHOLOGY**

DESCRIPTION: A course in psychology and the related subject areas of philosophy and sociology has been developed at Bennett High School in Buffalo. Able college-bound students can elect the course, with a prerequisite of biology preferred. Participating students have expressed the feeling that it has enriched their high school program and provided a broader outlook and deeper understanding of the biological and social sciences.

BUFFALO

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/ADMINISTRATORS (K-1, 5-6-7-9)**
Medium: **MANUAL**

TITLE: **HISTORY AND THE SOCIAL SCIENCES**

DESCRIPTION: The publication presents the basic course of study and related learning activities for the designated grades. Teachers and supervisors are provided with guidelines which include understandings and concepts to be developed and a variety of methods, lessons, and materials for accomplishing the goals. Developmental skills and concepts for the prekindergarten-12 program are delineated. A systems approach to learning activities, which includes book and audio-visual resources, is available to teachers. The emphasis is on inductive, inquiry, and discovery learning.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (K-8)** Medium: **MANUAL**

TITLE: **HISTORY OF THE NEGRO IN AMERICA**

DESCRIPTION: THE HISTORY OF THE NEGRO IN AMERICA was developed to assist social studies teachers in grades K-8 to teach the history of the American Negro in proper relation to the history of the nation. The guide does not outline a specific course in Negro History. Rather, it is organized to help the teacher become aware of the many important aspects of Negro life in America and to show the teacher how to incorporate this information into the pattern of instruction used in the schools.

1968 **BUFFALO**

SUBJECT MATTER: **SOCIAL STUDIES A/L (PRIMARY AND EARLY ELEMENTARY)** Medium: **FILMSTRIP/MANUAL**

TITLE: **HOW BIG IS A PENNY?**

DESCRIPTION: The purpose of economic education in The Detroit Public Schools is to develop in children and young people an understanding of the American economic system and how to participate in it effectively. The film strip "How Big Is a Penny?" is an economic story in three parts. It deals with the economic aspects in the life of an eight-year old, a teen-ager, and an adult head of the household. Its purpose is to have young children understand that the economic factors for each of these pepole are similar. Each person must make decisions about the money he has. Each one needs to determine whether or how he will spend it. The filmstrip is designed to help the young child, especially from low-income groups, learn basic economic facts.

1966 **DETROIT**
Available for sale.

SUBJECT MATTER: **HUMAN RELATIONS A/L TEACHER (5-6)** Medium: **MANUAL**

TITLE: **HUMAN RELATIONS PROGRAM**

DESCRIPTION: A short unit on human relations includes personality improvement, development of whole self, group living, human needs, influence of physical health on attitudes, school and home relationships. Results indicate students gained greater and clearer concepts of their own importance and place in their surroundings and in the world by using the material.

1968 **SAN DIEGO**

SUBJECT MATTER: **HUMAN RELATIONS A/L TEACHER** Medium: **TV**

TITLE: **HUMAN RELATIONS**

DESCRIPTION: During the 1967-68 school year, the San Diego Area Instructional Television Authority, in cooperation with the San Diego Unified School District, produced five teacher in-service education programs on the subject of human relations. The programs were designed to deal with problems existing in classrooms of the Unified District, drawing teacher attention to circumstances and situations that may be responsible for such problems in the hope that awareness might lead to solutions.

1967 **SAN DIEGO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (2)** Medium: **FILM**

TITLE: **IF I WERE A PRODUCER**

DESCRIPTION: This sound film was designed to implement the program outlined by the manual, SOCIAL STUDIES IN ACTION—AN ECONOMIC APPROACH. Second-grade pupils demonstrate the role of the producer and the consumer by making apple sauce. Designed for use in faculty meetings and in-service courses for Cleveland teachers.

1967 **CLEVELAND**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L PUPIL (ELEMENTARY)** Medium: **TEXTBOOK**

TITLE: **IN AND OUT OF SAN FRANCISCO—BOOK 2**

DESCRIPTION: This volume combines illustrations, a large type face, and a simple narrative style to attract most elementary youngsters.

The focus of this material is on transportation. Much attention is given to San Francisco as a seaport. In addition, rail, air, and motor transportation are considered.

1948 **SAN FRANCISCO**

SUBJECT MATTER: **HISTORY A/L TEACHER** Medium: **BULLETIN**

TITLE: **INSTRUCTIONAL AUDIOVISUAL MATERIALS RELATED TO NEGRO HISTORY AND CULTURE**

DESCRIPTION: Film, filmstrips, records, tapes, and transparencies are listed in this bulletin which is designed to provide audio-visual dimensions for a unit on Negro history and culture. Adequate annotations are provided.

1967 **DETROIT**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **INTRODUCING THE BRUNDAGE COLLECTION TO CHILDREN—ELEMENTARY CURRICULUM LEAFLET #3, SEPTEMBER 1966**

DESCRIPTION: THE BRUNDAGE COLLECTION OF ORIENTAL ART was used as motivation to plan a study of the Orient. The Art Department provided slides of Japanese folk toys. Several field trips were planned, e.g., a trip to see how Chinese noodles and fortune cookies are made, the 7000 characters being put into print at the Chinese World Newspaper, the nurturing of dwarf trees at The Dragon Temple Shop, etc.

Directed lessons were also set up related to the use of the filmstrip projector and the screenette for group reading, research, and discussion.

A bibliography and an audio-visual list are included; in addition, materials on loan from the De Young Museum are listed by code number.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (6)** Medium: **FILM**

TITLE: **IS HOUGH TOUGH?**

DESCRIPTION: A group of 6th-grade children were filmed as they discussed the strengths and weaknesses of their inner-city community. The sound film reveals the maturity the children had gained as a result of the social studies activities carried on in their classroom. The film is used in faculty meetings and in-service courses to demonstrate the value of an economics approach to providing motivation for learning.

1967 **CLEVELAND**
Not available for distribution

SUBJECT MATTER: **SOCIAL STUDIES (RADIO) A/L TEACHER (4)** Medium: **MANUAL**

TITLE: **KNOW ST. LOUIS—SERIES I—SOCIAL STUDIES FOR GRADE 4**

DESCRIPTION: These radio programs have been developed to provide listeners with added information with respect to the ways in which St. Louis grew. People, events, and significant moments in the history of the city are all involved. The material is organized so that it might serve as a springboard into the study of more specific areas.

A contrastive/comparative approach gives students an idea of how each city defines itself uniquely in terms of achievement, status, and potentialities. Contributions of various cultures, school safety, and transportation are among the topics considered.

ST. LOUIS
Available on complimentary basis

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **KNOW YOUR STATE AND COUNTY**

DESCRIPTION: This publication has been designed for use by junior high school pupils. It was prepared to provide both teachers and pupils with information for the study of their state and county. Government, financing, education, recreation, and political subdivisions are among the various facets included in the guide. A list of resources includes sound films, filmstrips, tapes and books.

1965 **DETROIT**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER** Medium: **BOOK**

TITLE: **LABOR-MANAGEMENT DYNAMICS**

DESCRIPTION: Representatives of labor, management, and education collaborated on determining the basic objectives and design of this book, which consolidates information about labor, management, and the consumer in the processes of economic and extra-economic interplay, giving due attention to international repercussions and to the role played by government. The reader is reminded of the multiple roles that each individual plays in this culture and time.

1961 **DETROIT**
Available for sale

SUBJECT MATTER: **HISTORY—HONORS A/L STUDENT (HIGH SCHOOL)** Medium: **LECTURE**

TITLE: **LARGE GROUP INSTRUCTION IN AMERICAN HISTORY**

DESCRIPTION: All junior and senior honor students in American History I and II courses at Bennett High School assemble for small recitation groups. The large-group lecture has enabled the instructor to call upon guest lecturers from local colleges and universities to supplement the teaching program. The practice also serves the students as preparation for advanced placement exams and the lecture system common to the college campus experience.

BUFFALO

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (2-3)**
Medium: **FILMSTRIP, RECORDING, OVERHEAD TRANSPARENCIES**

TITLE: **LET'S PLAN A TRIP—MITCHELL PARK CONSERVATORY**

DESCRIPTION: This is the first in a series of vicarious field trips planned to stimulate interest and help locate various points of interest in the city of Milwaukee. The recording is planned to ask questions of the children and to be used much as a teaching machine.

1968 **MILWAUKEE**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **PHOTOGRAPHS**

TITLE: **LIVING AND WORKING TOGETHER PICTURE SET**

DESCRIPTION: Thirteen black and white photographs are used to promote discussion in a social studies context. Captions are found on the reverse side of each picture. Community understandings are emphasized. These materials are used specifically for classroom assignments and for bulletin board displays.

LOS ANGELES

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **LOOKING AHEAD! A FIFTH GRADE CLASS STUDIES OCCUPATIONAL OPPORTUNITIES. ELEMENTARY CURRICULUM LEAFLET #8, MAY 1964**

DESCRIPTION: This material deals with the role of the elementary school in the field of vocational education. The goal of the program is to help children become aware of the scope of vocational opportunity and to develop realistic concepts about occupations.

Occupations are studied and specific aspects are considered, e.g., responsibilities, qualifications, training, rewards, etc.

Attitudes, work habits, and social skills are also considered in this context. Definitions of jobs and ways of locating them are also explored. The use of help-wanted columns in newspapers represent a significant emphasis.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (1-3)** Medium: **MANUAL**

TITLE: **MANUAL FOR TRANSPARENCIES AND MODELS, GRADES 1, 2, 3**

DESCRIPTION: A guide has been developed to help primary teachers in Title I Schools to use the 198 transparencies designed for social studies classes in Grades 1-3. The guide contains the title of each transparency and specific suggestions for its use in the classroom.

1966 **CLEVELAND**
Available in single copies

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (4-6)** Medium: **MANUAL**

TITLE: **MANUAL FOR TRANSPARENCIES AND MODELS, GRADES 4, 5, 6**

DESCRIPTION: A guide has been developed to help upper elementary teachers in Title I schools to use the 308 transparencies designed for social studies classes in Grades 4-6. The guide contains the title of each transparency and specific suggestions for its use in the classroom.

1966 **CLEVELAND**
Available in single copies

SUBJECT MATTER: **WORLD HISTORY A/L STUDENT (ELEMENTARY, SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **MANY ATHENIANS DIED YOUNG**

DESCRIPTION: A fallen Athenian warrior is shown on his shield; his lance and helmet are beside him. Dead soldiers were carried home on their shields.

1967 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY, JUNIOR HIGH, SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **MEMPHIS WATER**

DESCRIPTION: A geological chart reveals subterranean structures that provide Memphis with its unique supply of water. The cutaway view shows various strata, i.e., alluvium, water bearing sands, clay, etc.

1968 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (K-1)** Medium: **STUDY PRINTS**

TITLE: **MILWAUKEE**

DESCRIPTION: This series of twelve 16″ x 20″ photographic prints reveals points of interest in the city of Milwaukee. They were produced as a part of a field trip experience for boys and girls in the kindergarten and first grade.

1967 **MILWAUKEE**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (3-5)** Medium: **PLAN SHEETS**

TITLE: **MODELS FOR ELEMENTARY SOCIAL STUDIES—TITLE I**

DESCRIPTION: Small models of equipment used by pioneers and early Indian tribes (churn, log cabin, Conestoga Wagon, teepee, etc.) and additional models to aid the development of geographical concepts (cross section of the Piedmont Region, a contour map model, etc.) are being constructed for use in Grades 3 and 5 of Title I Schools. Copies of plans for making the models are available.

1968 **CLEVELAND**
Copies for making plans are available

SUBJECT MATTER: **EDITORIAL CARTOONS A/L TEACHER** Medium: **REPORT**

TITLE: **MORE GOOD NEWS! EDITORIAL CARTOONS—ELEMENTARY CURRICULUM LEAFLET #7, MAY 1964**

DESCRIPTION: Children in this class, as part of generalized social activities, analyzed editorial cartoons. Basically, the youngsters attempted to find information which would clarify the meaning of various cartoons. Once they had the essential concepts defined, several children attempted original cartoons.
This approach emphasized reading and research skills; it also enhanced critical thinking.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **CIVICS A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **MOST PEOPLE LIVE IN ASIA**

DESCRIPTION: Three Asiatic types are superimposed over a representational map of Asia. The transparency is used to emphasize the fact that there are many types of people in the world; the majority of the world's inhabitants are Asian.

1967 **MEMPHIS**

SUBJECT MATTER: **CIVICS A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **MOST PEOPLE SPEAK SOME OTHER LANGUAGE THAN ENGLISH**

DESCRIPTION: The transparency uses the title of this annotation as the frame of reference for emphasizing that many languages are spoken; some are German, Russian, Spanish, and Chinese. The Roman alphabet is used exclusively.

1967 **MEMPHIS**

SUBJECT MATTER: **U.S. HISTORY GRADE 11 A/L TEACHER (11)**

TITLE: **A MULTI-MEDIA APPROACH TO THE TEACHING OF UNITED STATES HISTORY IN THE ELEVENTH GRADE**

DESCRIPTION: This program is based on the rationale that a teacher in a "laboratory" classroom with a complete supply of instructional resources and a limited number of students can have a measure of success not likely under normal circumstances. The experiment tests the assumption that a massive infusion of high-impact audio-visual aids can keep the disadvantaged youngster "up to par" in knowledge acquisition. This can be accomplished during part of the class period. Some time may be reclaimed in which special materials and instructional strategies can be employed to sharpen work/study and cognitive skills and to help the individual student to assess his value structure.

This guide is not correlated to any single textbook. Instead, it is structured so that teachers may identify the resources which relate to significant historical concepts. These concepts have been taken from the regular Milwaukee Public Schools 11th-grade UNITED STATES HISTORY GUIDE.

The teacher is encouraged to be selective and to provide variety to learning experiences wherever possible.

1966 **MILWAUKEE**
Not available for distribution

SUBJECT MATTER: **HISTORY A/L TEACHER/STUDENT** Medium: **TEXTBOOK**

TITLE: **NAMES YOU HEAR IN CARDOZO**

DESCRIPTION: This material has been developed by the innovation team of the MODEL SCHOOL DIVISION. It was specifically created to be used by the youngsters in the Cardozo area. The material is structured on the basis of people after whom schools in the area have been named. Some were Negro, and some were white. Biographical information is provided. The organization reflects three sections: EARLY AMERICANS, THE CIVIL WAR, and RECONSTRUCTION TO THE PRESENT.

WASHINGTON, D.C.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (3)** Medium: **FILM**

TITLE: **NEEDS AND MATERIALS AND/OR SKILLS = GREATER VALUES**

DESCRIPTION: This sound film was prepared to show teachers of 3rd-grade social studies classes how an economics approach can be utilized in the development of basic concepts pertinent to the social studies. The film is used in faculty meetings and for in-service sessions.

1967 **CLEVELAND**
Not available for distribution

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **THE NEGRO AMERICAN: HIS ROLE, HIS QUEST**

DESCRIPTION: Many lands have contributed to the building of America. Although the Negro has played a key role in the making of America, standard text materials—until recently—did not provide an adequate picture of his contributions. This manual is an attempt to make up for previous inadequacies in available instructional materials.

The actual quest is for accurate information which can provide for all youngsters an understanding of the salient role played by the Negro in America. And the material serves to support justifiable Negro pride in the past.

1968 **CLEVELAND**

SUBJECT MATTER: **HISTORY A/L TEACHER/ADMINISTRATOR (K-12)** Medium: **MANUAL**

TITLE: **THE NEGRO AMERICAN IN HISTORY**

DESCRIPTION: The material in this manual is intended as a sketch of some of the contributions of the Negro American to the settlement and expansion of the United States. Significant dates in United States history involving the Negro are listed. In addition, sections are included which list content and corresponding learning activities in a side-by-side format; the content and activities are indicated for K through 12.

Various types of resources are listed for teachers and children.

BALTIMORE

SUBJECT MATTER: **AMERICAN HISTORY (NEGRO) A/L TEACHER/ADMINISTRATOR/STUDENT** Medium: **BULLETIN**

TITLE: **THE NEGRO AMERICAN IN HISTORY**

DESCRIPTION: This bulletin lists annotated audio-visual materials which deal primarily with the history of the Negro in America. The materials are coded for levels of use, including mainly the junior and senior high schools. The reverse side of the bulletin lists additional materials which were made available in March, 1968. Movies, film-strips, study prints, transparencies and recordings are included.

1968 **BALTIMORE**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/PARENTS/ADMINISTRATORS** Medium: **RADIO**

TITLE: **THE NEGRO IN AMERICA**

DESCRIPTION: THE NEGRO IN AMERICA presents in dramatic form the life stories of fifteen men and women who have made important contributions to America and the world. Spanning two hundred years of American life, the series touches on varied fields of endeavor and dramatizes the triumph of the human spirit over adversity and prejudice. The programs are designed to assist Negroes in developing a more positive image of themselves.

1967 **NEW YORK**
Available for sale.

SUBJECT MATTER: **HISTORY A/L TEACHER (JUNIOR HIGH, SENIOR HIGH)** Medium: **MANUAL**

TITLE: **THE NEGRO IN AMERICAN HISTORY**

DESCRIPTION: THE NEGRO IN AMERICAN HISTORY is a guide for secondary school classes in the history of the United States. It was prepared to provide teachers with some background and suggestions for incorporating Negro history in American History courses at both the junior and senior high school levels.

The six chapters in the book deal with the African background, the Negro in the discovery and settlement of the New World, The Negro in the New Nation, The Negro in the Period of Growth and Conflict, The Negro in American Life after the Civil War, and The Negro After World War I.

There is also an annotated bibliography included in the guide.

1965 **DETROIT**

SUBJECT MATTER: **U.S. HISTORY A/L TEACHER/STUDENT (8-11)** Medium: **MANUAL**

TITLE: **THE NEGRO IN AMERICAN LIFE**

DESCRIPTION: This guide, which parallels the 11th grade teachers' guide entitled UNITED STATES HISTORY, represents an attempt to provide the teacher with general background information on the role of the Negro in American society. It is the suggestion of the authors that this information be incorporated into lessons throughout the course of study. At the end of each section is a list of topics for further reference. The bibliography at the end of each section can help the teacher to supplement the data presented for each unit of this course. Neither the brief resume of history nor the bibliography which follows it is to be considered definitive for that period in history. Likewise, it is impossible to reach agreement on people who might merit further study. Instead, this guide should be looked upon as a beginning.

1967 **MILWAUKEE**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L (UPPER ELEMENTARY, SENIOR HIGH)** Medium: **EXHIBIT**

TITLE: **THE NEGRO IN AMERICAN LIFE**

DESCRIPTION: Emphasis is on the contributions of Negro Americans in the arts, professions, government, etc. Examples of art work, books, and records are combined with photographs of Negroes whose contributions have been notable. This is one of a series of exhibits that give children an appreciation of the heritage from people of various ethnic and racial backgrounds.

1968 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **HISTORY A/L TEACHER** Medium: **TEXTBOOK**

TITLE: **THE NEGRO IN AMERICAN LIFE AND HISTORY**

DESCRIPTION: This volume has been written as a resource book for teachers; it brings together significant facts and concepts concerning the history and contributions of the Negro. The material is not intended to be taught as a separate unit; rather, it is intended to provide the teacher with resource material to supplement the present history courses in order to make them more complete and accurate. The ten chapters cover salient historial aspects from the colonial period to modern times.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **LITERATURE (NEGRO LIFE) A/L LIBRARIAN/TEACHER (1-8)** Medium: **BULLETIN**

TITLE: **THE NEGRO IN LIFE AND LITERATURE**

DESCRIPTION: This bibliography contains 154 fiction and non-fiction titles available on the Approved List of Library Books for Elementary schools, 1967-68. The books are devoted to the Negro as depicted in books for children. The books deal with titles which are related to Negro life and literature.

1968 **CHICAGO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT (PRIMARY)** Medium: **MANUAL**

TITLE: **OFFICER FRIENDLY**

DESCRIPTION: A cooperative program has been established between the Chicago Public Schools and the Chicago Police Department to develop a working rapport between the primary grade child and the uniformed officer. Emphasis is on recognizing and understanding the contributions and efforts of both as they work toward the building of a greater city. The program and materials are structured upon values and everyday activities.

1966 **CHICAGO**

SUBJECT MATTER: **INTERNATIONAL EDUCATION A/L TEACHER/STUDENT** Medium: **SPEAKER**

TITLE: **OGONTZ PLAN FOR MUTUAL INTERNATIONAL EDUCATION IN SELECTED PHILADELPHIA PUBLIC SCHOOLS**

DESCRIPTION: The Ogontz Plan, sponsored by the International House of Philadelphia, operates in the following manner:

1. Foreign graduate students attending nearby colleges and universities visit local schools one half-day per week for three weeks. During their visits they discuss with students various aspects of their native land.
2. They stress similarities among people. Different values are presented in the context of varying environments.

1966 **PHILADELPHIA**

SUBJECT MATTER: **SOCIAL STUDIES (RADIO) A/L TEACHER (4)** Medium: **MANUAL**

TITLE: **ONE SMALL WORLD, SERIES I, SOCIAL STUDIES GRADE 4**

DESCRIPTION: ONE SMALL WORLD is a series of seven programs which takes the listeners to selected places in Europe, Asia, and North Africa. The programs deal with certain aspects of a limited number of countries. The intent is to arouse an interest in and desire to hear and know more about children in other lands. Fourth-grade children become aware that people the world over share the same wants and needs.

In each program of the series, Mr. Radio Man takes a trip to a different country. With a child as a guide, Mr. Radio Man sees the places of interest in the area and learns about the people and how they live. Mr. Radio Man opens many of the programs with a brief, impressionistic description. A few geographical features are emphasized as he flies over each country; authentic music of the various countries is included in the programs. A synopsis and special vocabulary enables the children to prepare in advance for the program.

1955 **ST. LOUIS**
Available on complimentary basis.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (K-12)** Medium: **MANUAL**

TITLE: **OPERATION CONTACT—A MILLER DISTRICT DEMONSTRATION PROJECT**

DESCRIPTION: The goal of this guide is to assist teachers in helping youngsters understand more about: (1) the history of the United States, (2) the contributions of the black peoples of America to the culture of America, (3) the role of the Afro-American as a citizen of the world, (4) the necessity for helping each Negro child develop a strong self-image, (5) helping each child identify himself with United States history. Many types of resource material such as bibliographies, films, and radio scripts are suggested in order to meet the specified goals of the project.

1967 **DETROIT**

SUBJECT MATTER: **SOCIAL STUDIES (HERITAGE MATERIALS) A/L TEACHER (3)** Medium: **MAP**

TITLE: **ORIENTATION AND FOLLOW-UP**

DESCRIPTION: Materials have been developed which is sent to teachers of 3rd grade children prior to their visit to the Supplementary Educational Center. The materials introduce vocabulary terms and suggest the range of information to be covered in the visit, relating primarily to the areas of transportation, pioneer life, and the general store. Both previsit and follow-up materials have been developed.

1966-67 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT (PRIMARY)** Medium: **MANUAL**

TITLE: **OUR FIREFIGHTER**

DESCRIPTION: A cooperative effort between the Chicago Public Schools and the Chicago Fire Department has been made to acquaint the primary-grade child with the role and function of a public service agency and its work to protect and defend the established lives and property of all Chicago citizens.

The program seeks to inform the child of the cooperative balance between citizens and service agencies which is a part of community and city living. He is given the opportunity of becoming more knowledgeable about the role of the fire fighter as it affects the lives of others.

1967 **CHICAGO**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (K-1)** Medium: **FILMSTRIP AND RECORDING**

TITLE: **OUR FRIENDLY HELPERS IN MILWAUKEE**

DESCRIPTION: This filmstrip explains the relationship between the boys and girls and the Milwaukee Policeman. The emphasis is on cooperation.

1968 **MILWAUKEE**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT (6-10)** Medium: **MUSEUM EXHIBIT GUIDE**

TITLE: **OUR HERITAGE FROM GREECE AND ROME**

DESCRIPTION: This booklet is provided to students and teachers who come for a Museum lesson related to this exhibit. It amplifies the ideas illustrated in the exhibit and provides previsit information of use to the classroom teacher planning to bring a class to the Museum. Such material helps the teacher to make the field trip an integral part of the classroom study.

1968 **DETROIT**
Available on a complimentary basis.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/PARENTS/ADMINISTRATORS** Medium: **RADIO**

TITLE: **OUT OF MANY, ONE**

DESCRIPTION: This series of fifteen programs provides an understanding of the role and contributions of minority groups in American life. The series explores the history of these groups, some problems encountered by them and their aspirations as free, equal, and participating citizens. Both documentary and dramatic techniques are used. Life stories of prominent persons, in some of the programs, dramatize the achievements of minority groups within a democratic society.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **HUMAN RELATIONS A/L TEACHER** Medium: **MANUAL**

TITLE: **OUTLINE FOR FACULTY HUMAN RELATIONS WORKSHOP**

DESCRIPTION: Developed with funds provided by the Federal Government under Title I, Elementary and Secondary Education Act of 1965, this publication is designed to help the school staff understand fully the problems of human relations. The guidelines provide a way of establishing a continuing and effective human relations educational program for the staff; techniques of working with community, parents and staff are explored.

In addition to a definition of terms, roles played by all those involved are considered. Ways of implementing the program also receive significant attention.

Evaluation, diagnostic instruments, and a bibliography are other important components of the manual.

1967 **LOS ANGELES**

SUBJECT MATTER: **HUMAN RELATIONS A/L TEACHER/ADMINISTRATOR (SECONDARY)** Medium: **MANUAL**

TITLE: **OUTLINE FOR STUDENT HUMAN RELATIONS WORKSHOP:**
AN EXPERIMENTAL PROGRAM FOR JUNIOR AND SENIOR HIGH SCHOOLS

DESCRIPTION: Developed with funds provided by the Federal Government under Title I, Elementary and Secondary Education Act of 1965, this publication details specific information pertaining to the rationale and purpose of the total program. The major objective stresses assistance to pupils in terms of living harmoniously with others. Improvement of inter-group relations is fully considered. The role of the sponsor, size and composition of the workshop, organization of details, and other relevant information are included. The manual specifically describes activities at various meetings. Among the various elements considered is the development of a school-community profile. Such a profile reflects information about racial and ethnic composition of the community, age levels, occupations, income, etc. Methods of evaluation are presented. The manual is concluded with a listing of various types of resources.

1967 **LOS ANGELES**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/PARENTS/ADMINISTRATORS (3-5)** Medium: **TV**

TITLE: **PEOPLE AND PLACES**

DESCRIPTION: PEOPLE AND PLACES is a TV series with narration, stories, and music designed to introduce children to people of other nationalities and other cultures. It is based on the concept that "people are more alike than different," and should give young pupils a better understanding of those who live in faraway places.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/PARENTS (5-9)** Medium: **TV**

TITLE: **PLACES IN THE NEWS**

DESCRIPTION: PLACES IN THE NEWS highlights important news events and makes more meaningful to students the major issues which shape the news. Whenever it is especially pertinent, the programs relate the geographic, political, social, and cultural aspects of the place to the current situation.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **SOCIOLOGY A/L STUDENTS (10)** Medium: **COLOR ILLUSTRATIONS**

TITLE: **PLURELS CHART**

DESCRIPTION: These illustrations are designed to interpret the meanings of the words used in the sociology text. As many of the words have multiple meanings, these charts present the sociological meaning of such words as category, group, aggregate, and plurels, when applied to relations between people. Designed to appeal to teen-age students, these charts present ideas visually for the students who tend to be non-verbal. They also serve as focal points for class discussion.

1968 **DETROIT**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES (RADIO) A/L TEACHER (7-8)** Medium: **MANUAL**

TITLE: **PORTRAITS OF ST. LOUIS—SERIES I—SOCIAL STUDIES FOR GRADES 7-8**

DESCRIPTION: Since the history of any city is linked with the people who have played a part in its history, this series was developed on the basis of the distinguished men and women who have shaped the history of the Gateway City. Their contributions to the growth of the city are specifically reviewed.

The impact of individuals is considered through various occupational categories, e.g., founders, explorers, fur traders, early physicians, etc.

1964 **ST. LOUIS**
Available on complimentary basis.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (1-12)** Medium: **MANUAL**

TITLE: **A PROGRAM OF SOCIAL STUDIES INSTRUCTION—GRADES 1-12**

DESCRIPTION: This publication defines social studies in its general frame of reference and also specifically in terms of the Detroit Program. General objectives are listed, and a description of the overall Detroit program is provided. In addition, the organization of the program, controversial issues, and equipment and materials are discussed.

1942 **DETROIT**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (9-12)** Medium: **COURSE OF STUDY**

TITLE: **PROJECT SOCIAL STUDIES**

DESCRIPTION: Four courses were developed jointly by the Pittsburgh Public Schools and Carnegie-Mellon University for able students. The "inquiry" method is stressed in all courses and elements to provide sequential learning were incorporated. Process rather than content is also stressed.

1963 **PITTSBURGH**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **QUESTIONS TO STIMULATE DISCUSSION AMONG PRINCIPALS AND SCHOOL PERSONNEL**

DESCRIPTION: Specific questions have been framed to elicit discussion in the controversial arena. The manual seeks to isolate value judgments based on emotions. The materials assist faculties to discuss ways of reacting to children's statements, actions, and needs. For example, educators are asked which basic values they feel should be stressed in class; moreover, they are challenged to cite evidences of a good emotional climate in a classroom or a school building. Reactions are sought to such word as: riot, loot, destroy, black power, etc.

The material also guides discussion along lines that would reveal improved ways of involving parents in a program of the school. Special resources such as bulletins and filmstrips are included.

WASHINGTON, D. C.

SUBJECT MATTER: **CIVIC A/L STUDENT (JUNIOR HIGH, SENIOR HIGH** Medium: **TRANSPARENCY**

TITLE: **REPRESENTATIVE COMMUNITY OF THE WORLD WITH A POPULATION OF 1000**

DESCRIPTION: The transparency graphically reveals salient features of a hypothetical community of 1,000 people. Comparisons are drawn between the United States and the rest of world in terms of size, income, life expectancy, white/nonwhite population, literacy, and general welfare.

1967 **MEMPHIS**

SUBJECT MATTER: **GEOGRAPHY A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)** Medium: **TRANSPARENCY**

TITLE: **REPUBLIC OF THE CONGO**

DESCRIPTION: The base transparency is an outline map of the Republic of the Congo. An insert map shows this nation superimposed on an outline map of Africa. The overlay shows provinces and major cities in the Republic of the Congo.

1967 **MEMPHIS**

SUBJECT MATTER: **NEGRO HISTORY A/L TEACHER (7-12)** Medium: **COURSE OF STUDY**

TITLE: **RESOURCE SUPPLEMENT FOR UNITED STATES HISTORY GRADE 8**

DESCRIPTION: This supplement contains suggestions for teaching about the roles of Negro, Chinese, Japanese, Mexican, Puerto Rican, and American Indian minorities in American life. It furnishes ideas, materials and references about racial and ethnic groups that traditionally have been omitted on inadequately or incorrectly represented in history courses. The material in this resource supplement is divided into blocks that will enable teachers of a standard U.S. history course to include important ideas about minorities at the same time that they are developing the other threads of history. The reference materials listed in the bibliography and beside each major topic may be obtained in Pittsburgh school libraries or through the Schools Department of the Carnegie Library.

1967 **PITTSBURGH**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (3)** Medium: **FILM**

TITLE: **ROLE PLAYING**

DESCRIPTION: A sound film has been designed for use in faculty meetings and in-service courses for Cleveland teachers. Role playing in third grade social studies is demonstrated.

1967 **CLEVELAND**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT** Medium: **MANUAL AND STUDY PRINTS**

TITLE: **ST. LOUIS HISTORY, PART IX ST. LOUIS IN THE SIXTIES, CIVIL WAR DAYS 1860 THROUGH 1870**

DESCRIPTION: The teacher's manual provides an overview of the study prints which are to be used directly with students. These study prints deal with salient aspects of St. Louis History. The teacher can utilize commentary related to the period being studied.

The prints may be handled by students or might be used for display purposes; they are laminated to insure extended use. The reverse side of each picture contains information relating to the specific print.

ST. LOUIS

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **FILMSTRIP**

TITLE: **SAN FRANCISCO—OUR CITY AND COUNTY**

DESCRIPTION: This series of color filmstrips deals with significant aspects of life in and around San Francisco. For example, transportation, utilities, recreation, and the port of San Francisco are all reviewed.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER** Medium: **MANUAL**

TITLE: **THE SAN FRANCISCO PLAN OF GOVERNMENT**

DESCRIPTION: Aspects of citizenship are reviewed, i.e., role, responsibility, etc. A brief history and description of existing grovernmental forms and practices in San Francisco are presented. The plan of local government, structure of local government, and an explication of the local legislature are provided.

In addition, information is presented which deals with basic administrative departments, local judiciary, and various agencies.

1964-Revised **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **TEXTBOOK**

TITLE: **SAN FRANCISCO TODAY—BOOK I**

DESCRIPTION: Illustrations and a large type face are combined in this material to present a many-sided picture of San Francisco. Bridges, history, the waterfront and other salient features of San Francisco are reviewed.

Some attention is also given to geography and climate.

1948 **SAN FRANCISCO**

SUBJECT MATTER: **HUMAN RELATIONS A/L STUDENT** Medium: **FILM/TAPE/MANUAL**

TITLE: **SCALE A FIREMAN'S LADDER**

DESCRIPTION: By means of a discussion between a Negro fireman and his family, the activities of the Fire Department Training Center on Welfare Island are shown. Fire Commissioner

Lowery appears in this film as an example of a Negro who overcame his disadvantaged background to head the Fire Department.

BAVI MULTIMEDIA

1967 **NEW YORK CITY**
Available for sale and rental.

SUBJECT MATTER: **NEGRO HISTORY A/L TEACHER** Medium: **BULLETIN**

TITLE: **SELECTIVE BIBLIOGRAPHY ON NEGRO HISTORY**

DESCRIPTION: Materials on Negro history are listed with extensive annotations. Many perspectives are accommodated.

SAN FRANCISCO

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **SENIOR CIVICS 1 AND 2**

DESCRIPTION: A description and outline are provided for SENIOR CIVICS 1 AND 2, both required courses for graduation at the 12th-grade level.
CIVICS 1 is essentially a study of government, and
CIVICS 2 deals with socioeconomic and political problems.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **SENIOR HIGH GEOGRAPHY**

DESCRIPTION: This teacher's guide has two aims. First, to establish the essential facts and ideas which must be included in a high school geography course. Second, to help the teacher and pupils examine and study these essential concepts in an interesting way, by providing methods and examples of practices used successfully by experienced geography teachers. Format of this guide is basically a series of questions and activities which should serve a dual purpose: to introduce geography to the student, and to facilitate the study of each geographic region.

1966 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER** Medium: **MANUAL**

TITLE: **7B, 7A SOCIAL STUDIES TEACHER'S GUIDE FOR AN ADJUSTED COURSE**

DESCRIPTION: This guide for a 7th-grade adjusted course is closely correlated with the text, THE CHANGING OLD WORLD. Both the guide and text emphasize change while retaining appropriate emphasis for that which is constant. From the many factors which contribute to effective teaching, the following items were selected for emphasis:
A Lesson Theme—The advance selection of a central theme clarifies the assignment and fixes attention upon major concepts.
Development of the Theme—Pertinent questions and activities are utilized.
Resource Materials—Suggested source materials are correlated with the basal text.
Key Terms—Terms are closely related to the central theme.
"Looking Ahead" Assignments—These assignments are a reminder that pupils attach more importance to a topic for which ample preparation time is given.

1965 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (K-3)** Medium: **MANUAL**

TITLE: **SOCIAL STUDIES IN ACTION—AN ECONOMIC APPROACH—KINDERGARTEN—PRIMARY GRADES**

DESCRIPTION: A guide has been developed for teachers of kndergarten-primary classes to help them utilize an economic approach to units included in the present Cleveland primary social studies curriculum. The suggestions in the guide are an outgrowth of an experimental program developed in and by the Cleveland Elementary schools.

1967 **CLEVELAND**
Limited number of copies available.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **SOME SUGGESTED TECHNIQUES FOR TEACHING AN ADJUSTED CURRICULUM IN SENIOR HIGH SCHOOL SOCIAL STUDIES**

DESCRIPTION: This teacher-to-teacher project was initiated by the Program Committee of the social studies department heads (senior high schools). During a series of meetings, the department heads centered their discussion on "Useful Techniques for Teaching an Adjusted Curriculum." It was decided to request all senior high social studies teachers to join with the department heads in the compilation of a study of such techniques which might be made available to all classroom teachers. The guide will be of special interest to new teachers who will have an opportunity to discover some of the techniques which have proved successful for experienced teachers.

Suggestions are made in the following areas: The birthright of all pupils, how to identify the less gifted pupil, an approach to the teaching of the less gifted, challenging the pupil, making an assignment, the use of guide sheets and study sheets promoting assignments, the use of guide sheets and study sheets promoting study and discussion, the use of maps, developing a current events lesson, testing, and the use of visual and auditory aids.

1960 **CLEVELAND**

SUBJECT MATTER: **PUERTO RICAN CULTURE A/L TEACHER/ADMINISTRATOR/SECRETARIES** Medium: **WORKSHOP**

TITLE: **STAFF DEVELOPMENT PROGRAM FOR 200 TEACHERS, COUNSELORS, SECRETARIES, HOME AND SCHOOL COORDINATORS, AND ADMINISTRATORS OF SCHOOLS WITH LARGE POPULATIONS OF SPANISH-SPEAKING CHILDREN**

DESCRIPTION: An understanding of the culture of the Puerto Rican people was the main focus of this workshop; it was intended to bridge the gap between the English-and-Spanish-Speaking communities. Specifically, the program was designed to help Puerto Rican children lose their feelings of racial, social, and linguistic isolation.

Leaders in the community served as speakers and consultants.

1968 **PHILADELPHIA**

SUBJECT MATTER: **NEGRO IN AMERICAN HISTORY A/L STUDENT (8)** Medium: **PAMPHLET**

TITLE: **THE STRUGGLE FOR FREEDOM AND RIGHTS—PRELIMINARY EDITION**

DESCRIPTION: Inasmuch as history textbooks dealing with United States generally have not previously included adequate treatment of the Negro in American history and culture, this pamphlet was written to overcome, partially, the defiency. In this matter pupils are provided with a fuller and more factual statement on the role of the Negro in the history of the United States. This material is geared primarily to add dimensions with respect to the origin and development of slavery in America. Designed for use as basic text material, the pamphlet supplements other books used in the classroom. Although it was written primarily for the 7A-8B study of United States History, it may be used in other Social Studies Courses where the study of this topic is appropriate.

1963 **DETROIT**

Available for sale.

SUBJECT MATTER: **HISTORY A/L TEACHER (ELEMENTARY)** Medium: **BOOKLET**

TITLE: **A STUDY OF NEGRO HISTORY**
SUGGESTED ACTIVITIES AND MATERIALS FOR THE ELEMENTARY SCHOOL

DESCRIPTION: This booklet is a resource guide for teachers. It was prepared to assist teachers in planning learning activities and to call to their attention materials available for the observance of Negro History Week. Suggested activities include essay contests, dramatizations, debates, musical assemblies, reading programs, and related quizzes and learning games.

The teacher is also provided with a listing of resource materials in the form of bibliographies of non-fiction and fiction books, audio-visual aids such as films, film-strips, and recordings, and listings of museums and organizations featuring tours and exhibits on Negro life and culture.

1967 **CHICAGO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7B)** Medium: **MANUAL**

TITLE: **SUGGESTED ENRICHMENT READINGS FOR THE ACADEMICALLY GIFTED —7B SOCIAL STUDIES**

DESCRIPTION: For many years the Cleveland Public Schools have given special attention to the education of the academically-gifted pupils. Several junior high schools have had Major Work classes. Even those schools which do not have Major Work classes have established, or are establishing, special enrichment courses for the ablest pupils. The listing was prepared (1) to aid department heads, principals, librarians, and teachers in the preparation of requisitions for the purchasing of printed materials for these classes, and (2) to assist teachers in developing pupils' reading plans for the several units of the 7B course. The readings are listed under the same unit titles which appear in the current 7B course of study. Whenever feasible within a unit, the readings are grouped under four headings: GENERAL, BIOGRAPHY, FICTIONAL, NARRATIVE, and HISTORICAL NARRATIVE. Under BIOGRAPHY, both full-length works and collected works of brief biographies are listed. The latter have strong appeal for busy students and provide stimulating material for the enhancement of classroom discussion.

1960 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7A)** Medium: **MANUAL**

TITLE: **SUGGESTED ENRICHMENT READINGS FOR THE ACADEMICALLY GIFTED —7A SOCIAL STUDIES**

DESCRIPTION: For many years the Cleveland Public Schools have given special attention to the education of the academically-gifted pupils. Several junior high schools have had Major Work classes. Even those schools which do not have Major Work classes have established, or are establishing, special enrichment courses for the ablest pupils. This listing of reading materials was developed during the summer of 1961 by a 7th-grade social studies teacher who was employed for this purpose. It was prepared (1) to assist teachers in developing pupils' reading plans for the several units of the 7A course, and (2) to aid department heads, principals, librarians, and teachers in the preparation of requisitions for the purchasing of printed materials for these classes. The readings are listed under the same unit titles which appear in the current 7A Course of Study.

Whenever feasible within a unit, the readings are grouped under three headings: GENERAL, BIOGRAPHY, and FICTIONAL NARRATIVE. In most instances there will appear at the left of the author's name, the Cleveland Public Library's call number of the title listed. It is hoped that this will prove helpful to both the teacher and the school librarian.

1962 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIFS A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **SUGGESTED ENRICHMENT READINGS FOR THE ACADEMICALLY GIFTED 8B AND 8A SOCIAL STUDIES**

DESCRIPTION: This listing of reading materials was developed during the summer of 1959 by 8th-grade social studies teachers who were employed for this purpose. It was prepared (1) to aid department heads, principals, librarians, and teachers in the preparation of requisitions for the purchasing of printed materials for these classes, and (2) to assist teachers in developing pupils' reading plans for the several units of 8B and 8A courses. The readings are listed under the same unit titles which appear in the current 8B and 8A courses of study. In general, the readings are grouped under three headings: GENERAL, BIOGRAPHY, and HISTORICAL and FICTIONAL NARRATIVE. In addition to the best prose works, the committee has listed many books which feature poetry, illustrations, and cartoons.

1959 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7B)** Medium: **MANUAL**

TITLE: **SUGGESTED ENRICHMENT READINGS FOR AN ADJUSTED CURRICULUM 7B SOCIAL STUDIES**

DESCRIPTION: These readings are suggested as an aid to enriching the learning experiences of those 7B pupils who, for a variety of reasons, are unable to meet the standards set for the average and above-average classes. The list was prepared (1) to aid department heads, principals, librarians, and teachers in the preparation of requisitions for the purchasing of printed materials for these classes, and (2) to assist teachers in developing pupils' reading plans for the several units of the 7B course.

The readings are listed under the same unit titles which appear in the current 7B course of study. Whenever feasible within a unit, the readings are grouped under three headings: GENERAL, BIOGRAPHY, and FICTIONAL NARRATIVE.

Some books, especially those containing source materials, are recommended "for teachers' use." Experimentation with these may prove that a few of the very ablest pupils may profit from a study of carefully-selected items. When only a section of a book is applicable to the unit, exact page numbers are given.

1963 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7A)** Medium: **MANUAL**

TITLE: **SUGGESTED ENRICHMENT READINGS FOR AN ADJUSTED CURRICULUM —7A SOCIAL STUDIES**

DESCRIPTION: These readings are suggested as an aid to enriching the learning experiences of those 7A pupils who, for a variety of reasons, are unable to meet the standards set for the average and above average classes.

This guide was prepared (1) to aid department heads, principals, librarians, and teachers in the preparation of requisitions for the purchasing of printed materials for these classes, and (2) to assist teachers in developing pupils' reading plans for the several units of the 7A course.

The readings are listed under the same unit titles which appear in the current 7A course of study. Whenever feasible within a unit, the readings are grouped under three headings: GENERAL, BIOGRAPHY, and FICTIONAL NARRATIVE.

1961 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7-9)** Medium: **MANUAL**

TITLE: **SUGGESTED TECHNIQUES FOR TEACHING AN ADJUSTED CURRICULUM IN JUNIOR HIGH SCHOOL SOCIAL STUDIES**

DESCRIPTION: This teacher-to-teacher project was initiated by the department heads in the junior high schools. During a series of meetings, the department heads centered their discussion on "Useful Techniques for Teaching an Adjusted Curriculum." The resulting exchange of ideas was so fruitful that it was decided to request all junior high social studies teachers to join with the department heads in the compilation of a study of such techniques which might be made available to all classroom teachers. The response was gratifying, and it is hoped that this sharing of tested practices and procedures will be of benefit to all. It will be of special interest to new teachers who will have an opportunity to discover some of the techniques which have proved successful for experienced teachers.

1960 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (11)** Medium: **MANUAL**

TITLE: **TEACHERS' GUIDE FOR AN ADJUSTED COURSE IN 11B AMERICAN HISTORY AND GOVERNMENT**

DESCRIPTION: For a number of years the Cleveland Public Schools have recognized the desirability of providing adjusted courses of study for those classes whose members, for a variety of reasons, are unable to meet the standards set for the average and above average classes. This teachers' guide is designed to meet that need in 11B American History and Government. The 11B course of study is an integral part of an articulated social studies program in the elementary and secondary schools. The planning of each course takes cognizance of both preceding and subsequent courses in order that the twelve years' experience of each pupil may be comprehensive and challenging.

In addition to general objectives, the guide lists unit objectives, classroom activities, significant terms, and a bibliography for student and teachers.

1961 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (7)** Medium: **MANUAL**

TITLE: **TEACHERS' GUIDE FOR SEVENTH GRADE SOCIAL STUDIES FOR THE ACADEMICALLY GIFTED**

DESCRIPTION: This guide has been designed to stimulate an interest in and an understanding of peoples and areas beyond this hemisphere. The guide suggests teaching approaches which will aid pupils in acquiring a better understanding of their world.

From the many factors which contribute to effective teaching, the following were selected for emphasis: A LESSON THEME, DEVELOPMENT OF THE THEME, RESOURCE MATERIALS, KEY TERMS, "LOOKING AHEAD" ASSIGNMENTS.

1967 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (12B)** Medium: **MANUAL**

TITLE: **TEACHERS' GUIDE FOR 12B PROBLEMS: SOCIAL AND ECONOMIC**

DESCRIPTION: The basic objectives of the Twelfth Grade Problems; Social and Economic Course are to help pupils develop an alert awareness, a social responsibility and sensitivity, and a continuing interest with regard to significant current problems; build a background of information and understanding upon which to base opinions and judgments; develop techniques appropriate for the study of problems and controversial issues; and develop attitudes and behavior consistent with effective citizenship in a democratic society.

Textbooks occupy a less significant position in the problems course than elsewhere in the social studies curriculum. Since the course deals with vital problems now confronting the American people, there develops inevitably a lag between the information contained in any textbook and the status of the problem at the time it is being studied in the classroom. Teachers of the course are aware of the necessity of using pamphlets, periodicals, and more recent books to bridge the gap.

In addition to general objectives, the guide lists key quotations for each unit, unit objectives, activities and discussion questions, vocabulary lists, sample examinations, and a bibliography for the students and teachers.

1965 **CLEVELAND**

SUBJECT MATTER: **AFRICAN HISTORY AND CULTURE A/L TEACHER (MIDDLE SCHOOL, SECONDARY)** Medium: **WORKSHOP**

TITLE: **TEACHER INSTITUTE ON AFRICAN HISTORY AND CULTURE**

DESCRIPTION: An Institute on African History and Culture was conducted jointly by personnel from the African Center of Lincoln University, the World Affairs Council, and the School District fo Philadelphia. The Institute was designed to help prepare teachers for teaching about African history and cultures more effectively. Participants had an opportunity to examine new materials and to explore ways of using them in the classroom.

Lectures were followed by small-group discussions; students from the African Center at Lincoln University were group leaders.

1968 **PHILADELPHIA**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (9-12)** Medium: **MANUAL**

TITLE: **TEACHING ABOUT COMMUNISM IN THE SOCIAL-STUDIES PROGRAM**

DESCRIPTION: The purpose of this bulletin is to help teachers to be better informed and thus more able to lead in the systematic study of constitutional democracy and of communism—to this end: that young people are made fully aware of how the striving of mankind for a better life has prospered and is more possible under constitutional democracy than under any form of totalitarianism. The maintenance of freedom depends upon an understanding of the consequences of loss of freedom. This guide specifically suggests ways of providing correlated information for Social Studies Courses of Grades 9 through 12. Relationships are established in such areas as WORLD HISTORY, WORLD GEOGRAPHY, AMERICAN HISTORY, AMERICAN GOVERNMENT, and ECONOMICS.

1963 **DETROIT**

Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **TEACHING GUIDE FOR EIGHTH-GRADE SOCIAL STUDIES FOR USE WITH THE NEGRO IN AMERICAN LIFE AND HISTORY**

DESCRIPTION: This guide applies specifically to the 8th-grade social studies course, which is essentially a course in United States history and government. The material is set up uniquely so that it is possible to see at a glance the following five categories of information: COURSE OUTLINE, RESOURCE BOOK REFERENCES, BASIC UNDERSTANDINGS, LEARNING ACTIVITIES (things to do), and INSTRUCTIONAL RESOURCES (supplementary books).

The material is sorted into areas for the low 8th-grade (first-half) and the high 8th-grade (second-half). Basically, the material starts with the period of colonization; the first section is concluded with the civil war. The second-half of the guide deals with reconstruction ad develops concepts through modern times.

An especially useful section is one which presents events of consequence for Negroes in American life and history, starting with the year 1394 and extending through 1964.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **ECONOMICS A/L TEACHER (K-12)** Medium: **MANUAL**

TITLE: **THE TEACHING OF ECONOMICS IN THE DETROIT PUBLIC SHOOLS**

DESCRIPTION: This booklet indicates the many opportunities for teaching economic content and for developing economic concepts through the grades. The spectrum extends from the local community to the world scene. This guide illustrates how a given concept is established and reinforced as the child matures. Organized by courses, the material points out the content in each course which is economic in nature; the material covers experiences from the primary unit through the 12th grade.

1966 **DETROIT**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (5-7)** Medium: **PAMPHLET**

TITLE: **THEY STARTED HERE**

DESCRIPTION: THEY STARTED HERE is a booklet of true success stories of former Patrick Henry students. The stories are the answers to letters written to the former students. A variety of occupations and professions are presented in the thirteen stories. Some stories reveal that such obstacles as poverty and broken homes can be overcome.

1968 **CLEVELAND**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (3)** Medium: **MANUAL**

TITLE: **THIRD-GRADE STUDY OF SAN FRANCISCO**

DESCRIPTION: The San Francisco social studies sequence suggests that the 3rd-grade is the developmental level where the child is ready to understand and appreciate living in San Francisco and the Bay Area. Many types of materials have been listed to provide the teacher with easy-to-locate materials dealing with the course of study. Booklets, filmstrips, recordings, study points, and correlated materials are suggested. In addition, specific teaching ideas are provided in order to make maximum use of the many resources which have been indicated.

1950 **SAN FRANCISCO**

SUBJECT MATTER: **HISTORY A/L TEACHER (1-6)** Medium: **MANUAL**

TITLE: **TITLES IN NEGRO HISTORY AND CULTURE**

DESCRIPTION: Titles dealing with Negro history and culture are listed by grades. This material was made available to all schools to supply essential information.

1967 **DEROIT**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (1-6)** Medium: **TRANSPARENCIES**

TITLE: **TRANSPARENCIES FOR ELEMENTARY SOCIAL STUDIES (TITLE I)**

DESCRIPTION: A series of 510 transparencies, many with overlays, were designed by Cleveland teachers and produced commercially for use in Title I schools to clarify concepts included in the Elementary School Social Studies Curriculum. The materials are closely correlated with the sequence of units. The complete set of transparencies is available for examination at the following places:

Visual Education Services, Murray Hill School, 2026 Murray Hill Road,
Cleveland, Ohio 44106
Office of the Division of Social Studies, Fourth Floor, Supplementary Education
Center, 1365 East 12th Street, Cleveland, Ohio 44114

1966 **CLEVELAND**

SUBJECT MATTER: **WORLD HISTORY A/L STUDENT (ELEMENTARY, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **TROJAN HORSE**

DESCRIPTION: The Trojan Horse is represented by a line drawing within the walls of Troy. Two colors are used.

1967 **MEMPHIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (8)** Medium: **MANUAL**

TITLE: **A UNIT OF OCCUPATIONS FOR USE IN SOCIAL STUDIES CLASSES**

DESCRIPTION: This unit has been developed for use in social studies classes. It is used in conjunction with the course outline entitled THE UNITED STATES DEVELOPS INTO A MODERN INDUSTRIAL NATION. This manual may also be used independently in any social studies class. It is intended to provide supportive learning activities that emphasize occupational awareness and lead to tentative career choices and course commitments. The unit is divided into two parts. The first part traces the growth and industrialization of America from Colonial times to the present. The second part of the unit deals with the modern world of work and the concepts underlying economic and governmental institutions. An attempt is made to relate the school curriculum to the occupations that are found in the San Francisco Bay Area. There are appendices containing significant material, e.g., an occupational interest chart, a listing of occupations for women in the United States, a chart showing the relationship between education and earnings, etc.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT** Medium: **STUDENT READINGS**

TITLE: **U.S. HISTORY COURSE FOR SLOW LEARNERS**

DESCRIPTION: Material developed by Carnegie-Mellon University is being tried out in mimeographed form in seven classes of low level 8th-graders in three Pittsburgh schools. The materials are being used as they are produced. Revisions are scheduled for the future. Audio-visual materials are being developed.

1967 **PITTSBURGH**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER** Medium: **MANUAL**

TITLE: **USE OF THE LANGUAGE MASTER FOR SOCIAL STUDIES REVIEW**

DESCRIPTION: Among the ways of using the Language Master in a social studies review context is the following: each child has an envelope containing sample vocabulary to be developed, pictures, questions, etc. As a child listens to one of the pre-recorded statements on the card, he then finds the correct vocabulary response card in the envelope. There is provision for follow-up.

WASHINGTON, D. C.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER/STUDENT/PARENT/COMMUNITY**
Medium: **TEXTBOOK**

TITLE: **WE ELECT: THE STORY OF ST. LOUIS GOVERNMENT AND POLITICS**

DESCRIPTION: This highly-pictorialized textbook deals intimately with the structure of government in St. Louis. Specific information about voting as well as the organization of the procedure itself are examined. In addition, much attention is given to the working of political parties with special emphasis on citizen involvement. The various branches of St. Louis City Government are examined and defined. Readers are also provided with an awareness of the structure of St. Louis Public Schools. Various functions and services are described. A chart indicating fiscal aspects is included.

1967 **ST. LOUIS**

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT** Medium: **TEXTBOOK**

TITLE: **WE LIVE AND WORK IN MILWAUKEE—VOLUME I**

DESCRIPTION: This first volume of the series WE LIVE AND WORK IN MILWAUKEE has been published by the schools to provide increased opportunities for pupils in Milwaukee to learn more about their community. Designed for use as a supplementary textbook, it should prove to be an invaluable aid to instruction in citizenship education. There are many perspectives which make up the mosaic of Milwaukee. Historical aspects, role of a seaport, trade, natural resources, and political aspects are all included in this volume.

1959 **MILWAUKEE**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (5)** Medium: **MANUAL**

TITLE: **WESTERN HEMISPHERE—A SOCIAL STUDIES FOR GRADE 5—PART I**

DESCRIPTION: A documentary format is used in programs about various cities. A special feature is the inclusion of excerpts from interview of residents and the use of their comments as resource material. There is an attempt to present the distinctive personalities of important cities and a kaleidoscopic perspective of life in these urban centers. General preparation, follow-up activities, and audio-visual aids receive attention to make these programs highly relevant. Cities such as Minneapolis, Chicago, and Denver are studied. Vocabulary and concepts are provided for each unit.

ST. LOUIS

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (5)** Medium: **MANUAL**

TITLE: **WESTERN HEMISPHERE PART II—SOCIAL STUDIES FOR GRADE 5**

DESCRIPTION: This guide has been developed to accompany sixteen programs which are correlated with the section on Latin America in the social studies curriculum. The broadcasts are designed to enhance interest in the study of the geography of selected areas, provide additional insights with respect to history, and introduce information from other sources. All these goals pinpoint the importance of understanding peoples in other parts of the hemisphere. Specific information on preparation, follow-up activities, and audio-visual aids is included.

ST. LOUIS

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **TEXTBOOK**

TITLE: **WORK IN SAN FRANCISCO—BOOK 6**

DESCRIPTION: This pictorial, thirty-two page booklet relates historical San Francisco to the modern metropolis. The needs of a large dynamic city are defined in terms of many types of occupations; food, transportation, and construction are some of the areas considered. The booklet has a large-type face for improved readability.

1949 **SAN FRANCISCO**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/PARENTS (5-9)** Medium: **RADIO**

TITLE: **A WORLD OF BROTHERS**

DESCRIPTION: A WORLD OF BROTHERS tells the human story of the ways in which nations and people are cooperating for the welfare of all mankind. The work of the UN and of other agencies, governmental and independent, are high-lighted through dramatized incidents, the voices of experienced workers, and concise presentations of much authoritative information. The programs include comment and reaction from students.

1967 **NEW YORK CITY**
Available for sale.

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHER (ELEMENTARY)** Medium: **FILM**

TITLE: **WHY IS A BULLY?**

DESCRIPTION: A sound film has been designed for use in faculty meetings and in-service courses for Cleveland teachers. Dialogue by 5th-grade pupils illustrates a possible method for developing better human relations.

1967 **CLEVELAND**
Not available for distribution.

SUBJECT MATTER: **SOCIAL STUDIES A/L STUDENT (ELEMENTARY)** Medium: **FILMSTRIP**

TITLE: **YOU OUGHT TO CARE, YOU LIVE HERE!**

DESCRIPTION: Produced in cooperation with the Citizens Planning and Housing Association, the filmstrip illustrates the blighted conditions that plague certain areas of the City of Baltimore. Vigorous action is required to combat the hazards and inhumanity of slums. Contrasting views of decay and rehabilitation suggest challenges.

1968 **BALTIMORE**

SUBJECT MATTER: **SOCIAL STUDIES A/L TEACHERS/PARENTS (4-8)** Medium: **RADIO**

TITLE: **YOUNG HEROES**

DESCRIPTION: YOUNG HEROES is a series of dramatizations designed to introduce pupils to famous Americans whose youthful years foreshadowed their later fame. The programs range in time from colonial days to the present, and the backgrounds and careers of the personalities depicted are equally varied.

1967 **NEW YORK CITY**

SUMMARY

Continuum planning and interrelationships among the various branches of the social studies seem to be significant aspects of innovative materials. As might be expected, many types of special materials are currently being used to extend and expand social studies concepts. Transparencies, filmstrips, sound films, and multimedia kits are among the aids being given increased use.

Although the social studies area does not lend itself to a common denominator approach on the national level, there are discernible trends. Courses dealing with human relationships are emerging at all levels. Discussion techniques are widely endorsed, and the emphasis on readings—in lieu of or as corollary to texts—supports this trend. Contemporary problems are often considered in ways that make it easy for youngsters to identify themselves; historical perspectives are tied in so that current situations can be defined in an accretional or developmental way.

The megalopolis is studied as a mosaic of sociology, economics, geography and all the elements that make up the complex societal structure. In this vein, the contributions of the various groups making up a large urban area are studied; common needs and aspirations are defined for all people. A community profile has been created in order to make an assessment of a given area—and to determine ways and means of effecting improvement. Evaluation is a concomitant of most approaches.

The problems encountered by minority groups, specifically Negro and Puerto Rican, are directly faced. Supplementary materials often are added to regular courses of study to make up for acknowledged lacks. Systematic plans are in operation in many communities to have community representatives, oftentimes from various minority groups, work with teachers and students. At least one variation reveals an intimate liaison with a university so that foreign exchange students can interact with students. The mass media, too, provide the vital aspect of immediate relevance in the study of such problems; television and newspapers complement social studies programs in other dimensions as well.

It is not surprising that the great interest in the community and the contributions of minority groups have led to a micro-examination of the community. Field trips and visuals of various types are used to develop insights and concepts. Simulations and reconstructions are often evident. In one area a large walk-on map has been built so that students can truly "perceive" the gestalt of their environment. Art collections may be brought into the classroom; trips may be made to various community undertakings. Basically, the thesis seems to be that a child must be put in touch with both the local and larger communities.

Comparative treatments also are apparent. As the child compares his micro-community with the larger community, so does he—as he matures—compare political systems, ideas, etc. The world of work, for example, is part of this approach, for the child must compare, contrast, and evaluate job opportunities. He must consider objectively responsibilities, qualifications, and many other factors.

Economic education most certainly is making an impact, and there is a distinct relationship with the world of work. Aspects of labor-management relations come under scrutiny in this frame of reference. Primary-grade children are being given substantial insights into this area.

At the secondary level, courses on psychology and sociology are becoming increasingly available, although generally on an elective basis.

KEY IDEAS

Continuum
Multimedia
Human relationships
Contemporary problems
Concepts
Discussion techniques
Minority groups
Megalopolis
Community profile
Identification of self with present and past
Evaluation/Assessment
Collections/Kits
Afro-Americans
Puerto Ricans
Community
Community involvement
Simulations/Reconstructions
Comparative treatments
Economics
Psychology/Sociology
Mass media

X
SPECIAL EDUCATION

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L TEACHER** Medium: **MANUAL**

TITLE: **ACTIVITIES FOR SPEECH CORRECTION CLASSES: ELEMENTARY SCHOOL (A HANDBOOK FOR TEACHERS)**

DESCRIPTION: Attitudes, physical improvement, voice training, visualization, auditory training, and phonetics are the general topical classifications for this guide. In addition, there are guidelines for various types of specific speaking activities. An ample listing of games and other activities is also included.

1957 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L STUDENT** Medium: **WORKBOOK**

TITLE: **ARTICULATION TEST—PICTURE FORM**

DESCRIPTION: The picture articulation test is designed to detect the defects of articulation in simple consonants and consonant combinations—whether found in the initial, medial, or final positions.

The production of long, short, and broad vowels is also explored. A tabulation of questions, position of sound to be elicited, and possible response are all indicated.

1934 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (BLIND) A/L PARENT** Medium: **REPORT CARD**

TITLE: **BRAILLE REPORT CARD**

DESCRIPTION: This pictorialized report card provides significant data to parents. The teacher has the option of marking on a three point scale with respect to illustrations dealing with such categories as "I work well with my hands," "I can make things with blooks," etc. In addition, there is a nonpictorialized section dealing with general competencies, e.g., "Takes off and puts on own wraps," "Can lace and tie own shoes."

1960 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (DEAF) A/L STUDENT (PRE-SCHOOL)** Medium: **TRANSPARENCY**

TITLE: **CALENDAR OF SEASONS AND WEATHER**

DESCRIPTION: Six panels are used to elicit reactions with respect to various types of weather. Snow, sun, rain, etc. are represented.

1967 **MEMPHIS**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L TEACHER** Medium: **MANUAL**

TITLE: **CHALK TALKS**

DESCRIPTION: These exercises are useful for those pupils who have had serious interruptions in the motor reflex pattern. Materials have been selected to be used in building better coordination of muscle movement and synergy, involving those regions of the nervous system which must work together whenever thinking and oral expression must act in unison. Various illustrations are included to assist the teacher in involving the pupils with speech and motor activities.

1956 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION—(EMOTIONALLY DISTURBED) A/L (ELEMENTARY) STUDENT** Medium: **PROGRAM**

TITLE: **COOPERATIVE EDUCATIONAL PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN**

DESCRIPTION: Teachers, instructional materials, and equipment are made available by the Buffalo Public Schools in a cooperative program with the Children's Aid Society in providing educational services for emotionally-disturbed children. The thirty boys presently being served are of average or above average intelligence and in the primary or elementary grade levels. The program is essentially a half-way station before placing pupils in regular classes in home districts and is used as one of the teacher-training centers for the State University College at Buffalo.

BUFFALO

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER/ADMINISTRATOR (ELEMENTARY)** Medium: **MANUAL**

TITLE: **COURSE OF STUDY AND CURRICULUM GUIDE FOR ELEMENTARY SCHOOL UNGRADED CLASSES**

DESCRIPTION: The specific goal of the program for educable mentally-retarded pupils is to prepare the individual to become a contributing and participating citizen in the community. Emphasis is placed upon social and vocational competence, but academic achievement is stressed insofar as the student is capable.

The teacher of the class for the educable mentally-retarded children on the elementary level can expect to be working with children whose mental ages range between four and nine years. The guide is offered as an outline to be used by the teacher as the basis for the development of the curriculum to meet the needs of the immediate situation. There is a section devoted to each subject-matter area i.e., arithmetic, science, health and safety, music, social studies, physical education, arts and crafts, etc. In addition, the guide contains suggestions on organization of the classes and development of appropriate reports.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER/ADMINISTRATOR (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **COURSE OF STUDY AND CURRICULUM GUIDE FOR JUNIOR HIGH SCHOOL ADJUSTMENT CLASSES**

DESCRIPTION: This guide, together with the elementary and senior high school guides, provides for a sequential development of skills with realistic learning experiences consistent with the ability level of each student. The specific goal of the program for the educable mentally-retarded pupils is to prepare the individual to become a contributing and participating citizen in the community. Emphasis is placed upon social and vocational competence, but academic achievement is stressed insofar as the student is capable. The approach to learning is through the regular school subjects because students live in an environment where the academic skills stressed in those skills are used daily. The overall course of study includes English, social studies, mathematics, science, arts and crafts, and typewriting. Part of the guide is devoted to information about work experience.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **A CURRICULUM GUIDE FOR TEACHERS OF MENTALLY RETARDED PUPILS**

DESCRIPTION: This guide describes a program that has been built upon the philosophy that all educable youth have the right to receive an education according to their capacities for learning. Full recognition has been given to the concept of individual differences. For children who learn slowly and possess a relatively low learning potential, it is obvious that more time and energy will need to be placed on certain goals; and less on others. The "areas of living" approach was selected as the form best suited to meet the educational needs of mentally retarded pupils in the Detroit Schools.

It was determined that the informational content of the curriculum could be encompassed by five major areas of living:

I Home and family living area
II Health area (physical and mental)
III Democratic group living area
IV Vocational area
V The world around us area

Instruction in the various academic areas is related to the individual themes.

Many activities are listed. In addition, children are kept informed about various job titles in corresponding categories.

1964 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR THE TEACHER OF SLOW LEARNERS**

DESCRIPTION: This Tentative Teacher's Guide presents carefully organized subject matter to be taught to slow learners throughout the senior high level. The content is accomplished by many suggested activities, resources, and materials which are intended to help teachers present and reinforce the subject matter. The Guide also provides suggestions for the development of attitudes and skills, through the use of meaningful experiences for slow learning youngsters. It is designed to reinforce concepts by sequential development and meaningful repetition in the 10th-, 11th-, and 12th-grades. In addition, sections concerning occupational orientation are included. In using the Guide, teachers must exercise flexibility in their teaching methods in order to meet the needs, interests, and abilities of the pupils in their classes.

1966 **CLEVELAND**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER (ELEMENTARY, JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR THE TEACHER OF SLOW LEARNERS**

DESCRIPTION: This Tentative Teacher's Guide presents carefully organized subject matter to be taught to slow learners from the primary grades through the 9th-grade. The content is accomplished by many suggested activities, resources, and materials which are intended to help teachers present and reinforce the subject matter. The Guide also provides suggestions for the development of attitudes and skills, through the use of meaningful experiences for slow-learning youngsters. It is designed to reinforce concepts by sequential development and meaningful repetition from the primary through the junior high program. In using the Guide, teachers must exercise flexibility in their teaching methods in order to meet the needs, interests, and abilities of the pupils in their classes.

1966 **CLEVELAND**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **CURRICULUM MATERIALS FOR THE TRAINABLE MENTALLY RETARDED**

DESCRIPTION: General aims and objectives as well as minimum entrance requirements are listed. Important goals for the program include training for self-care, speech training, development of color sense, safety training, etc.

There is a listing of suggested equipment and supplies. A guide for reporting to parents is available.

1956 **SAN FRANCISCO**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER/ADMINISTRATOR (SENIOR HIGH)** Medium: **MANUAL**

TITLE: **COURSE OF STUDY AND CURRICULUM GUIDE FOR SENIOR HIGH SCHOOL ADJUSTMENT CLASSES**

DESCRIPTION: This course of study outline and curriculum guide were prepared for the educable mentally retarded students in the senior high school adjustment program. Requirements for the completion of this course of study in a three-year senior high school are listed by grade level, allowing variations to meet individual differences. The guide is intended to suggest some areas of instruction and realistic learning experiences. The specific goals of the program are geared toward occupational adequacy and successful participation in community living. Detailed information is provided about arts and crafts, driver education, English, homemaking, mathematics, office training, etc. A special section about work experience is also included.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **DEMONSTRATION CENTER**

TITLE: **DEMONSTRATION CENTER FOR TEACHERS OF MENTALLY RETARDED**

DESCRIPTION: A professionally-supervised demonstration center for in-service training of teachers of the mentally retarded has been established by the Buffalo Public Schools. Emphasis is placed on the translation of observed data into functional programs, methodologies, and instructional materials. Demonstration lessons in the facets of the curriculum are observed by the visiting teachers, who are provided with substitute teachers during at least one five-day period in order for them to devote full-time to self-improvement while at the center.

BUFFALO

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER/PARENT/COMMUNITY**
Medium: **FLYER**

TITLE: **DIAGNOSTIC ADJUSTMENT CENTERS OF THE ST. LOUIS PUBLIC SCHOOLS**

DESCRIPTION: The child is referred to a center by his teacher, his principal, and the school social worker. Through a series of tests and interviews the nature of the child's learning deficiencies is determined. If accepted for treatment, the child is enrolled in a special class at one of the centers.

Each center has a team of specialists consisting of a social worker, a psychologist, an educational diagnostician and a guidance counselor. Together they formulate a plan of action tailored to the child's individual needs. Parents are often brought into the planning. The goal is to return the child to the regular classroom.

Classes are limited to eight children, who are grouped according to age, physical development, and special needs. The four centers were established in 1966 under Title III of the Elementary and Secondary Education Act.

1966 **ST. LOUIS**
Not available for distribution.

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **DIRECTORY OF SPECIAL EDUCATION PROGRAMS AND SERVICES FOR SCHOOL YEAR 1967-68**

DESCRIPTION: In addition to providing information about staff members, the bulletin contains a concise list of guidelines for referral of children to special education programs and services. There is information about the assignment, promotion, and transfer of youngsters in the special education area; moreover, a tabular treatment of all programs and services is included. The type of services and eligibility are concisely presented.

The guide is concluded with a compilation of all special education classes by school and sub-category.

1967 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION—MENTALLY RETARDED A/L STUDENT**

TITLE: **EDUCATIONAL PROGRAM FOR MENTALLY RETARDED PUPILS**

DESCRIPTION: An additional program based on the developmental and functional needs of educable (I.Q. 50-75) and trainable (I.Q. 25-50) children is provided by Buffalo Public Schools for all between the ages of seven and twenty-one. Specialized personnel direct pupils and implement the program according to the needs of each child. Units of work and curriculum are in the process of being updated and developed with a school-work program operating in the community for secondary level pupils.

BUFFALO

SUBJECT MATTER: **SPEECH IMPROVEMENT A/L TEACHER** Medium: **MANUAL/TAPE**

TITLE: **GUIDEBOOK AND LESSONS FOR USE WITH SPEECH IMPROVEMENT TAPES**

DESCRIPTION: This is a manual of lessons to accompany speech improvement tapes. In each lesson there are four planned activities to be used on the four school days after the taped lesson is played. Activities are short; in most instances they need only to be read from the books. The primary purpose of the speech tapes is to acquaint the disadvantaged child with all the consonant and vowel sounds, to provide ear training experiences, and to make him conscious of sound differences—especially those sound differences which affect his own speech.

1966 **ST. LOUIS**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **THE HANDBOOK FOR TEACHER WITH EXCEPTIONAL CHILDREN**

DESCRIPTION: This comprehensive handbook details characteristics of various types of exceptional children, i.e. perceptually handicapped, mentally retarded, emotionally disturbed, hard-of-hearing, and visually limited. Suggestions are provided for various subject-matter areas. Insights with respect to individual and small group-instruction are also included.

MEMPHIS

SUBJECT MATTER: **SPECIAL EDUCATION A/L PARENT** Medium: **BULLETIN**

TITLE: **HELPING THE PRESCHOOL CHILD WHO HAS A HEARING LOSS**

DESCRIPTION: A personal note is addressed to parents so that they will have a better understanding of a youngster who has a hearing loss. Descriptive material pinpoints for parents the behavioral syndrome which may accompany a hearing loss. Parents are then provided with information about stimulating speech development in a child with this type of disability.

This booklet is distributed to parents only after individual consultation for interpretation.

1967 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L PARENT** Medium: **BULLETIN**

TITLE: **HELPING THE PRESCHOOL CHILD WHO "STUTTERS"**

DESCRIPTION: The material details for parents some aspects of the stuttering syndrome so that there will be better understanding of the situation. In addition, there is practical information provided so that parents may help the child who has this problem.

The booklet is distributed to parents only after individual consultation for interpretation.

1967 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L PARENT** Medium: **BULLETIN**

TITLE: **HELPING THE SCHOOL CHILD LEARN TO SPEAK DISTINCTLY**

DESCRIPTION: There is descriptive material designed to assist parents to understand the school age child who does not speak clearly. With this understanding established, additional information is provided so that parents may assist youngsters to improve in this category.

The booklet is distributed to parents only after individual consultation for interpretation.

1967 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION TRAINABLE (MENTALLY RETARDED) A/L STUDENT** Medium: **TRANSPARENCY**

TITLE: **KITCHEN WITH APPLIANCES**

DESCRIPTION: Line drawing of a kitchen shows a number of standard appliances, i.e., refrigerator, stove, etc.

1968 **MEMPHIS**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L TEACHER (PRE-SCHOOL—2)** Medium: **PAMPHLET**

TITLE: **LET'S TALK**

DESCRIPTION: Let's Talk is a television series in sixteen lessons designed specifically for pre-kindergarten children, but with application for older children, kindergarten thru 2nd grade if needed. A teacher's guide is available to coordinate the programs with the classroom follow-up. The teacher, Miss Ellen, and her speech helper Raggedy Ann demonstrate and discuss the elements of good speaking and listening using a multi-sensory approach to teaching which makes these experiences quite meaningful. The guide and the programs focus on providing language-stimulating experiences in the initial stage, and stress basic communication skills during the remainder of the year.

1967-68 **CLEVELAND**

SUBJECT MATTER: **SPECIAL EDUCATION (REPORT CARD) A/L PARENT** Medium: **REPORT CARD**

TITLE: **MOBILITY EVALUATION REPORT**

DESCRIPTION: This special card provides parents with evaluational data about the youngster with respect to posture and walking, use of senses, indoor mobility and application of basic knowledge and concepts. In addition, there are categories for evaluating outdoor travel and indicating needs or inadequacies.

DETROIT

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER/PARENT/COMMUNITY**

Medium: **BULLETIN**

TITLE: **A PERCEPTUAL TRAINING PROGRAM FOR CHILDREN WITH LEARNING DISORDERS**

DESCRIPTION: The material contained in this booklet represents an overview of the scope of the PERCEPTUAL TRAINING PROGRAM FOR CHILDREN WITH LEARNING DISORDERS. Procedures for the selection of candidates for the program as well as a listing of materials are included.

The initiation of the program and its subsequent expansion are discussed. Various tables indicating the growth have been included.

MEMPHIS

SUBJECT MATTER: **SPECIAL EDUCATION A/L ADMINISTRATOR (JUNIOR HIGH)**

Medium: **MANUAL**

TITLE: **PROGRAMS FOR EDUCATIONALLY HANDICAPPED PUPILS IN SAN FRANCISCO JUNIOR HIGH SCHOOLS**

DESCRIPTION: The purpose of this report is to present guidelines for the administration and expansion of programs for educationally handicapped junior high pupils of San Francisco. The background of the program is described, and the emphasis upon basic subjects is explained.

Enabling legislation for pupils to the program is presented; types of programs and consultation services are listed. Responsibilities of program personnel, and relevance of guidance services are fully described.

1964 **SAN FRANCISCO**

SUBJECT MATTER: **SPECIAL EDUCATION—MENTALLY RETARDED A/L STUDENT**

TITLE: **SCHOOL FOR TRAINABLE MENTALLY RETARDED**

DESCRIPTION: Children ranging in age from seven to twenty-one and with I.Q's of 25-50 who were formerly exempt from regular school are now learning in a program adjusted to meet their needs and abilities. Located in an attractively decorated and rehabilitated building in the center of the city, the facilities have expanded to include 164 children in fifteen classes. General goals of the program are development of self-help, self-care skills, worthwhile leisure time activities, economic usefulness, and social adjustment.

BUFFALO

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L STUDENT** Medium: **WORKBOOK**

TITLE: **SIBILANT EXERCISES**

DESCRIPTION: The student is provided with the understanding of articulatory mechanisms and then is given an opportunity to drill on sibilants. Phrases, sentences, and paragraphs are all part of the total involvement.

1962 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **SPECIAL EDUCATION**

DESCRIPTION: This guide defines the educable, mentally-handicapped child. The greater part of the volume is devoted to curricular adaptations for children of all age/grade levels. Specific attention is given to reading, writing, and arithmetic skills. Occupational confidence is the ultimate goal of the program. Self-care and personal development are significant related goals.

1963-64 **MEMPHIS**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **BROCHURE**

TITLE: **SPECIAL EDUCATION FOR HANDICAPPED CHILDREN**

DESCRIPTION: This pictorialized brochure has been prepared to provide the general reader with an overview of educational programs and services for handicapped children and youth.

In general, each section contains information on such topics as history of the program, procedures for admission and release, organization, curriculum, teaching, personnel, and research. Programs for various types of exceptionality, i.e., physically handicapped and hard of hearing, etc., are described. The material is specifically not structured in teachers' manual dimensions, but is—rather—an information piece.

1965 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L STUDENT (9-12)** Medium: **BULLETIN**

TITLE: **SPECIAL PROGRESS CLASSES FOR ACADEMICALLY GIFTED STUDENTS**

DESCRIPTION: Special classes and curriculum for academically gifted pupils have been designed by the Buffalo Public Schools to broaden and deepen the learning experiences related to the basic content of the regular course of study. They are planned to provide for satisfaction in achievement consistent with capacity, to encourage and commend extra effort, independent study, research, and personal initiative, and to pursue studies in greater depth and breadth. The program is designed to coordinate with the high school honors program in grades 9-12.

BUFFALO

SUBJECT MATTER: **SPECIAL EDUCATION—SPEECH AND HEARING CORRECTION A/L TEACHER** Medium: **MANUAL**

TITLE: **SPEECH AND HEARING CENTER**

DESCRIPTION: This booklet is a composite of ideas, techniques, and sample lessons which have been submitted by speech and hearing correctionists. These ideas have been successful in various programs.
Activities include the construction of games, development of auditory discrimination, etc.

1968 **WASHINGTON, D. C.**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **SPEECH CORRECTION AND HEARING CONSERVATION HANDBOOK FOR TEACHERS AND ADMINISTRATORS**

DESCRIPTION: This handbook was prepared to provide speech and hearing teachers and school principals with information concerning the speech correction and hearing conservation programs in the Detroit Public Schools. It contains many specific and helpful suggestions related to the organization of these programs and methods of instructing speech handicapped and/or hearing handicapped pupils.

1960 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **SPEECH CORRECTION FOR EARLY ELEMENTARY GRADES BOOK I**

DESCRIPTION: Words, phrases, sentences and paragraphs have been selected for value in stimulating speech responses, conversational speech, and carry over of new speech habits into home and classroom speaking situations. Special effort has been taken to include material which has interest and carry-over value for the student and yet provides basic training in speech, rhythm, melody, accent, vowels, and consonants.

1960 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L TEACHER (ELEMENTARY)** Medium: **MANUAL**

TITLE: **SPEECH CORRECTION FOR EARLY ELEMENTARY GRADES BOOK II**

DESCRIPTION: Words, phrases, sentences and paragraphs have been selected for value in stimulating speech responses, conversational speech, and carry-over of new speech habits into home and classroom speaking situations. Special effort has been taken to include material which has interest and carry-over value for the student and yet provides basic training in speech, rhythm, melody, accent, vowels, and consonants.

1961 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **SPEECH CORRECTION FOR JUNIOR HIGH SCHOOLS**

DESCRIPTION: SPEECH CORRECTION FOR JUNIOR HIGH SCHOOLS has been prepared as a source book of practice exercises in junior high school classes. Effort has been made to include selections which would be helpful in overcoming stuttering as well as other forms of defective speech.

The contents include practice with vowels as well as accompanying stories which have vowel emphases; there are related tongue, lip, and jaw exercises. Work is provided also, on consonants and consonant blends. Other elements include sound description, sibilant drills, attitudes, word study, and general guidelines to good speech. In addition, selected poems are included.

1959 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHERS (ELEMENTARY)** Medium: **MANUAL**

TITLE: **SPEECH CORRECTION MANUAL FOR LATER ELEMENTARY GRADES—BOOK II**

DESCRIPTION: This publication is the second in the series of experimental texts prepared for use in the later elementary grades. The practice units emphasize the consonant blends. Words, phrases, sentences and paragraphs are all used to provide the student with ample drill.

1958 **DETROIT**

SUBJECT MATTER: **SPEECH THERAPY SPEECH IMPROVEMENT A/L TEACHER/PUPIL (K)**
Medium: **MANUAL AND PICTURES**

TITLE: **SPEECH IMPROVEMENT FOR THE KINDERGARTEN**

DESCRIPTION: The Speech Improvement Guide was designed to assist both the kindergarten teacher and the speech therapist in offering a weekly program of speech and language development to the majority of kindergarten children found to have speech and/or language problems. A complete set of sixty-six pictures are given to each child throughout the school year, related to the lessons he is being taught. The classroom teacher follows up the lessons taught by the speech therapist by using the suggestions and items provided in the guide.

Using the cooperative efforts of two trained professionals, the kindergarten teacher and the speech therapist, much can be done to develop the techniques and attitudes necessary for adequate speech and language development.

1966 **CLEVELAND**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH) A/L PARENT (PRE-SCHOOL)**
Medium: **BULLETIN**

TITLE: **STIMULATING SPEECH AND LANGUAGE DEVELOPMENT OF THE PRE-SCHOOL CHILD**

DESCRIPTION: The initial section is devoted to helping parents understand their child. Insights are provided about the pre-school child who has not begun to talk. Parents are then given a number of suggestions for stimulating speech development.

The booklet is distributed to parents only after individual consultation for interpretation.

1967 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION—PHYSICALLY HANDICAPPED A/L STUDENT**

TITLE: **SUMMER SCHOOL ENRICHMENT AND REMEDIAL PROGRAM FOR THE PHYSICALLY HANDICAPPED**

DESCRIPTION: The Buffalo Public Schools, staffed for educating the physically handicapped, has organized an enrichment and remedial summer program for all such children between the ages of five to seventeen. A kindergarten program for five-year olds and remedial and personal services were new features added to the regular summer school program. New staff included a guidance counselor, a teacher of the visually handicapped, a teacher of physical education, and two kindergarten teachers. The additional personnel have met the need for helping physically handicapped children before entering the special school at age six, as well as for providing guidance for older children having problems related to their physical handicaps.

BUFFALO

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER (2-6)** Medium: **MANUAL**

TITLE: **TEACHERS GUIDE: TYPEWRITING FOR ORTHOPEDIC CHILDREN—FOR GRADES 2-6**

DESCRIPTION: This guide presents suggestions to special education teachers in the use of the typewriter in the classroom situation. Lessons are followed by a listing of special activities. General organization of the class, specific teaching techniques, and a sequence of lessons are included. The material is intended for grades two through six; it is designed to provide information for teachers of children who have orthopedic, cardiac, or convulsive disorders. Typewriting is usually introduced to these exceptional children at the second grade level when they begin to have spelling assignments. Typewriting is helpful when lack of muscular coordination causes difficulty in writing.

1960 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHER/PARENT/COMMUNITY** Medium: **PAMPHLET**

TITLE: **THAT THEY MAY LEARN**

DESCRIPTION: This pamphlet contains a pictorial overview of special programs in the St. Louis Schools. The material reveals various types of provisions which are made for the 8,000 children who have special physical, social, emotional, and instructional needs. There are programs provided in areas including orthopedically handicapped, deaf, hard of hearing, partially seeing, etc. The photographs show many of the specific on-going activities in the classroom.

A date line is included which shows the periods during which these special facilities were initiated and developed. Moreover, there is a breakdown showing the number of children, classes, and staff related to the various programs.

ST. LOUIS

SUBJECT MATTER: **SPECIAL EDUCATION—PHYSICAL EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **THE TRIAL AND ERROR OF PLAY**

DESCRIPTION: This manual was compiled to give information concerning physical activities which could be taught retarded and perceptually-handicapped children. The activities have been sorted into one of three categories according to skill levels: low, medium, and high. Supplementary activities were compiled to provide the child with enough physical control over his body to help him enjoy his leisure hours, and to develop skills with which he might make his own way in the world.

1967 **MEMPHIS (STATE UNIVERSITY)**

SUBJECT MATTER: **SPECIAL EDUCATION (DEAF) A/L STUDENT (PRE-SCHOOL)** Medium: **TRANSPARENCY**

TITLE: **TO CHURCH**

DESCRIPTION: This line illustration of a church is used as part of a TRIP series.

1967 **MEMPHIS**

SUBJECT MATTER: **SPECIAL EDUCATION (DEAF) A/L STUDENT (PRE-SCHOOL)** Medium: **TRANSPARENCY**

TITLE: **TO THE ZOO**

DESCRIPTION: The line illustration shows a boy and girl looking at bears in a zoo. The transparency is part of a TRIP series.

1967 **MEMPHIS**

SUBJECT MATTER: **SPECIAL EDUCATION A/L TEACHERS** Medium: **MANUAL**

DESCRIPTION: **TYPEWRITING FOR VISUALLY HANDICAPPED CHILDREN**

TITLE: This guide has a complete sequence of lessons designed to provide the visually-handicapped child with typing ability to compensate for his handicaps. Typewriting helps to eliminate the frustrations the pupil may experience in writing either Braille or script. For the blind child, it is a means of written communication with the sighted. For some visually limited children who require typewriting in their vocations, such instruction starts at the 4th-grade level and develops a foundation for advanced study. The introduction gives general guidelines for working with visually-handicapped children; information about using the typewriter is also included. Specific lessons are employed to teach finger-letter relationships.

1967 **DETROIT**

SUBJECT MATTER: **SPECIAL EDUCATION (SPEECH CORRECTION) A/L TEACHER (JUNIOR HIGH)** Medium: **MANUAL**

DESCRIPTION: **VOWEL EXERCISES FOR JUNIOR HIGH SCHOOLS**

TITLE: As the title indicates, there is an explication of vowels accompanied by a number of drills. In addition, stores are provided with specific vowel emphases.

1958 **DETROIT**

SUMMARY

This segment of the report deals with special education. Although there are many differences among the Great Cities, general agreement is evident with respect to most of the classifications. Special education, generally refers to those programs which have been designed for children who are exceptional in one or more ways. Perhaps they are blind, deaf, or physically handicapped. Other children may be mentally retarded or have speech difficulties. In some systems programs for the academically gifted may fall into the special education category, but this last inclusion may not be too common.

It is clear that materials, methods, and unique services for those in special education are receiving attention. Instead of placing the emphasis on adaptations, the focus is on the differentiated learning and emotional needs of youngsters in this general classification. Diagnostic adjustment centers represent a trend designed not only to accommodate unusual requirements, but also to help children relate to the mainstream of human activity. Improved personal services are being rendered with the addition of specialized personnel in social work and psychology. The results of this added attention are seen in the modification of programs; for example, physically-handicapped pupils are brought into the school program before they would normally be permitted to enter.

A unique development in special education is the provision for the educationally handicapped. Although programs for youngsters who need compensatory education may be found in regular subject-matter areas, they may also be found in this category.

Still other kinds of developments point to the use of the typewriter for those who are physically handicapped. Certain orthopedic, cardiac, and visually-handicapped students have typewriters made available so that they can communicate more expediently with others. Most often, the use of the typewriter is started with spelling lessons at the second-grade level.

Many of the new approaches in special education are linked intimately to the involvement of the community and parent. Understanding and assistance are required if the youngster in special education is going to make his maximum contribution to society.

KEY IDEAS

Physically handicapped

Emotionally handicapped

Educationally handicapped

New materials

New methods

New Services

Specialized personnel

Adjustment centers

Individualization

Academically gifted

Typewriters

Accommodation to mainstream

XI
VOCATIONAL EDUCATION

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (12)**
Medium: **WORKBOOK**

TITLE: **ADVERTISING AND SALES PROMOTION (FIRST DRAFT)**

DESCRIPTION: This workbook was developed for in-class instruction as supplemental material dealing with advertising, public relations, display, and personal selling. Sales promotion planning, timing, and potential customer needs are part of the course outline. Flannel boards, transparencies, and assignment sheets for special projects are included.

1966 **CLEVELAND**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L STUDENT (HIGH SCHOOL)** Medium: **CLASS**

TITLE: **ASSIGNMENT OF PROFESSIONAL EMPLOYES OF THE SCHOOL DISTRICT OF PHILADELPHIA TO THE SALABLE VOCATIONAL SKILLS PROGRAM UNDER ESEA—TITLE I**

DESCRIPTION: Disadvantaged students are given the opportunity of receiving instruction in the areas of vocational education. In addition to the goal of vocational competence, there is an exploratory dimension to the program.

1967 **PHILADELPHIA**

SUBJECT MATTER: **AUTO A/L TEACHER (10-11)** Medium: **MANUAL**

TITLE: **AUTO I, II, III, IV**

DESCRIPTION: This course is designed to provide the pupil with theory and practical work experience in engine mechanics. The fact that some boys will never finish high school has been taken into consideration. It is hoped that at the conclusion of the course the pupil will have learned some additional salable skills that will make him more employable whenever his high school education terminates.

CLEVELAND

SUBJECT MATTER: **BASIC MECHANICS A/L TEACHER (8-9)** Medium: **MANUAL**

TITLE: **BASIC MECHANICS I AND II**

DESCRIPTION: Basic Mechanics I and II is planned to acquaint boys with fundamental mechanical and electrical principles common to everyday living and to the concepts for the future. It demonstrates the "do's" and "don'ts" of simple repairs for mechanical and electrical appliances and implants an appreciation for the correct care and safe use of good hand tools.

CLEVELAND

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L TEACHER/COMMUNITY**
Medium: **BROCHURE**

TITLE: **B.O.A.S.T. THE SHELTERED WORKSHOP CONCEPT IN VOCATIONAL EDUCATION**

DESCRIPTION: This brochure highlights utilization of skill training in simulated on-the-job situations to motivate fourteen to sixteen year old students with special needs to remain in school and prepare for gainful employment. Special staffing and five shops, including a sheltered workshop, are described.

1968 **CHICAGO**
Available on complimentary basis.

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (12)**
Medium: **WORKBOOK**

TITLE: **BUSINESS LAW (FIRST DRAFT)**

DESCRIPTION: This brief guide has been developed to assist the student in understanding the meaning of agreements and valid contracts. It aids him in learning about the different types of negotiable instruments. Attention is given to the nature of sales contracts.

1966 **CLEVELAND**

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (12)** Medium: **WORKBOOK**

TITLE: **BUSINESS MATH (FIRST DRAFT)**

DESCRIPTION: A review of mathematics for in-class use encourages the student to become better acquainted with business terminology. Markdowns, markups, and profits are some of the concepts which are defined. Tests and class projects are included.

1966 **CLEVELAND**

SUBJECT MATTER: **DISTRIBUTIVE EDUCATIONAL A/L TEACHER/PARENT/ADMINISTRATOR (10-12)** Medium: **FLYER**

TITLE: **CAREER OPPORTUNITIES IN RETAILING AND MERCHANDISING**

DESCRIPTION: This brochure was prepared to present career opportunities in the field of distribution. The significance of such activities in the general economy is underscored.

1967 **CLEVELAND**

SUBJECT MATTER: **BUSINESS EDUCATION A/L STUDENT (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **COMPUTER TECHNOLOGY AND MATH COURSE**

DESCRIPTION: Pupils from three Buffalo Public High Schools are given instruction in "hands-on" operation of the IBM 1620 computer at Hutchinson Technical High School three mornings each week. Classroom instruction is given in computer math in each student's home school. Achievement of students is evaluated by their ability to complete simple programs and demonstrate satisfactory results on the 1620 computer.

BUFFALO

SUBJECT MATTER: **COOPERATIVE OFFICE EDUCATION A/L TEACHER (12)** Medium: **MANUAL**

TITLE: **COOPERATIVE OFFICE EDUCATION—OPERATIONAL MANUAL**

DESCRIPTION: This manual was developed to assist teacher-coordinators set up a work-study program in the area of office occupations. How to establish, administer, publicize, and evaluate such a program are a few of the topics discussed. Some examples of forms and a glossary are other important units in this manual.

1966 **CLEVELAND**

SUBJECT MATTER: **POST-SECONDARY COOPERATIVE RETAIL PROGRAM A/L TEACHER/PARENT/ADMINISTRATOR (12 AND POST HIGH SCHOOL)** Medium: **FLYER**

TITLE: **COOP-RETAIL-MERCHANDISING TECHNOLOGY**

DESCRIPTION: Development of this brochure for students, school administrators, guidance counselors and parents helps to acquaint them with this two-year post-secondary program. The career development and achievements that can be attained are presented along with the complete two-year in-class instructional program.

1967 **CLEVELAND**

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION—SERVICE STATION SALES TRAINING A/L TEACHER/SUPERVISOR (12)** Medium: **WORKBOOK**

TITLE: **COURSE GUIDE (FULL YEAR)**

DESCRIPTION: This guide was developed for a specialized type of program within the structure of distributive education. The guide deals with the job interview, history of the oil industry, career opportunities, and the selling knowledge required. Specific reference material produced by the oil and tire companies are used in this format.

1966 **CLEVELAND**

SUBJECT MATTER: **NURSE'S AIDE A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **COURSE OUTLINE FOR NURSES AIDE TRAINING**

DESCRIPTION: This is a two-semester course (360 hours) that offers nurse's aide training to selected senior girls. Upon successful completion of the program, they are prepared (1) for entry-level positions as nurse aides in acute or long-term hospitals or health care facilities, and (2) to continue their education toward becoming a Licensed Vocational Nurse or Registered Nurse. Classroom and practical clinical experience in hospitals and convalescent facilities are provided. Principles in nursing care and basic bedside nursing techniques such as bathing, feeding, and assistance with locomotion are discussed, demonstrated, and practiced during this course.

1967 **SAN DIEGO**

SUBJECT MATTER: **DATA PROCESSING A/L TEACHER (12)** Medium: **MANUAL**

TITLE: **DATA PROCESSING LABORATORY—TENTATIVE TEACHER'S GUIDE SEMESTER I AND II**

DESCRIPTION: This guide was developed to assist teachers in the teaching of unit record equipment including the card punch, verifier, sorter, interpreter, reproducer, and tabulator. Also included in this guide are outlines for teaching unit record flow charts, board wiring, and computer concepts. Suggestions are made to teachers as to supplementary teaching materials, equipment needs, and student activities. This guide is of use only if unit record equipment is on hand or available to students.

1965 **CLEVELAND**

SUBJECT MATTER: **DATA PROCESSING A/L TEACHER (12)** Medium: **MANUAL**

TITLE: **DATA PROCESSING THEORY—TENTATIVE TEACHER'S GUIDE (A ONE-SEMESTER COURSE)**

DESCRIPTION: This guide was developed to assist teachers in teaching the principles of data processing. No equipment is necessary to teach this course. The guide was written to be used in conjunction with the textbook, PRINCIPLES OF PUNCHED CARD DATA PROCESSING by Robert S. Van Ness. A workbook entitled, AUTOMATION OFFICE PRACTICE (and accompanying practice set) is also used in this course. Suggestions are made to the teacher as to references and a few pieces of equipment to enhance the teaching of this subject.

1965 **CLEVELAND**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L TEACHER/PARENT/COMMUNITY** Medium: **FLYER**

TITLE: **DISTRIBUTIVE COOPERATIVE WORK EXPERIENCE PROGRAM**

DESCRIPTION: Students who wish to prepare for a career in the distribution of goods and services may elect the program in distributive education. The retail, wholesale, and service occupations are included, e.g., sales persons, cashiers, wrappers, etc. Students are also employed as receptionists and hostesses in personal service businesses.

This program is one which the students start in the first semester of their senior year. They attend school one-half day and work on paying jobs the other half day.

ST. LOUIS

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L STUDENT/TEACHER/PARENT/COMMUNITY** Medium: **BROCHURE**

TITLE: **DISTRIBUTIVE EDUCATION**

DESCRIPTION: This brochure contains a pictorialized account of training opportunities in distributive education. The role of both the employer and the student-trainee are defined. The functions of the school and employer benefits are discussed.

Specific areas for careers are mentioned, e.g., selling, advertising, credit, delivery, etc.

SAN FRANCISCO

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/ADMINISTRATOR** Medium: **REPORT**

TITLE: **DISTRIBUTIVE EDUCATION**

DESCRIPTION: The general objectives of distributive education are listed. High school and post-high school cooperative programs are discussed; adult education is also reviewed. There is an explanation of the role of teacher education and the necessity for expansion in this area of the curriculum.

Other components of this report include a fact sheet, a discussion of distributive education in California, a trainee job report, an information form, etc.

1961 **SAN FRANCISCO**

SUBJECT MATTER: **INDUSTRIAL ARTS A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **DRAFTING EXPERIENCES FOR INTERMEDIATE SCHOOL PUPILS**

DESCRIPTION: This manual is planned so that the Negro pupil is given an opportunity to have training on the "technician" level. It will help him understand the importance of academic subjects and how they are applied to a practical shop situation. The Negro pupil will see that his future is limited only by his aspirations and his determination to apply himself wholeheartedly to his work in school.

1967 **NEW YORK CITY**

SUBJECT MATTER: **DRAFTING A/L TEACHER/STUDENT (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **DRAFTING: JUNIOR HIGH SCHOOL**

DESCRIPTION: This experimental bulletin was developed with funds provided by the Federal Government, under Title I, Elementary and Secondary Education Act of 1965.

This material helps the student understand basic skills in making common types of drawings; it also provides information about jobs within the field of drafting.

Drafting, sketching, geometric construction, sectioning, and similar skills are explored. Photographs and drawings are included to enhance the discussion.

1966 **LOS ANGELES**

SUBJECT MATTER: **HORTICULTURE A/L STUDENT/PARENT/COMMUNITY (9-10)** Medium: **FLYER**

TITLE: **DYNAMIC CAREERS IN HORTICULTURE**

DESCRIPTION: The purpose of this brochure is to identify horticulture job opportunities in the Greater Cleveland Area and the vocational education programs in the Cleveland Public Schools designed to prepare students for these jobs. It includes a description of the major horticulture industries in the Greater Cleveland Area, the Cleveland Schools where vocational horticulture is taught, the nature of the instructional program, types of job opportunities and educational qualifications for different levels of horticultural employment.

This brochure is used to inform students, parents, and horticulture industry personnel of the opportunities for careers in horticulture. Brochures are made available to students through guidance counselors and assembly programs.

CLEVELAND

SUBJECT MATTER: **ELECTRICITY A/L TEACHER (10-11)** Medium: **MANUAL**

TITLE: **ELECTRICITY I, II, III, IV**

DESCRIPTION: This curriculum guide is planned to give the student ground work for the study of electrical fundamentals. These basic concepts are needed to prepare him for an understanding of more advanced work which may be pursued the following year. He is given problems that are related to electrical devices with which he is familiar. This will give him a better understanding of the application of these problems. Upon completion of Electricity IV he will be prepared to go into any electrical field of endeavor.

CLEVELAND

SUBJECT MATTER: **ELECTRICITY A/L TEACHER/STUDENT (JUNIOR HIGH SCHOOL)**
Medium: **MANUAL**

TITLE: **ELECTRICITY: JUNIOR HIGH SCHOOL**

DESCRIPTION: This experimental publication was developed with funds provided by the Federal Government, under Title I, Elementary and Secondary Education Act of 1965.

Students are provided with information about production, control, and use of electricity. They are taught when electricity can be dangerous and how to avoid injury from electrical shocks.

Various topics such as meters, electron tubes, and generators are explored through illustration and discussion. Attention is given to the introduction of specialized vocabulary; topics for oral work are also included.

1967 **LOS ANGELES**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L STUDENT (JUNIOR HIGH, SENIOR HIGH)**
Medium: **TRANSPARENCY**

TITLE: **FILES, SINGLE CUT AND DOUBLE CUT**

DESCRIPTION: The line illustrations show the two basic types of files. Coarse, bastard, second-cut, and smooth files are represented.

1967 **MEMPHIS**

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (11)**
Medium: **MANUAL**

TITLE: **FUNDAMENTALS OF SELLING (TENTATIVE)**

DESCRIPTION: A complete course outline of the text Fundamentals of Selling is used with supplementary material to motivate the students in the area of salesmanship and indicate requirements in the various aspects of this field.

CLEVELAND

SUBJECT MATTER: **WELDING A/L TEACHER** Medium: **MANUAL**

TITLE: **FUNDAMENTALS OF WELDING**

DESCRIPTION: This welding course is designed with emphasis on vocational or trade preparation rather than exploratory experience. As a result, the participating student is enabled to acquire the necessary skills to prepare for employment in industry as a beginning or apprentice welder upon completion of the course. Included in the guide are the course description, objectives, unit course outline, suggested job sheets, prepared review sheets and problems, a list of welding terms and definitions, safety regulations and tests, supplementary materials, and a bibliography.

1965 **MILWAUKEE**

SUBJECT MATTER: **GRAPHIC ARTS A/L TEACHER/STUDENT (JUNIOR HIGH)**
Medium: **MANUAL**

TITLE: **GRAPHIC ARTS: JUNIOR HIGH SCHOOL**

DESCRIPTION: This experimental publication was developed with funds provided by the Federal Government, under Title I, Elementary and Secondary Education Act of 1965.

The printing of lines, drawings, symbols and words is called GRAPHIC ARTS. The manual provides the student with a chance to gain skills and information that have industrial value. Information is provided with respect to skills necessary to obtain work in related fields.

Composition, stone and press work, silk screen, photography and allied graphic arts processes are all reviewed. Discussions are accompanied by illustrations demonstrating sequence.

1966 **LOS ANGELES ESEA**

SUBJECT MATTER: **INDUSTRIAL ARTS A/L TEACHER/ADMINISTRATOR (7-8-9)**
Medium **MANUAL**

TITLE: **GRAPHIC ARTS 7-8-9**

DESCRIPTION: Through the medium of the GRAPHIC ARTS MANUAL, the Negro pupil is given many opportunities to develop a greater awareness of his identity. He has an opportunity to print poems and essays by Negro authors; he makes linoleum blocks and lumarith etchings depicting Negro leaders and significant historical events. Ultimately, he has a chance to learn about career possibilities in this area.

1965 **NEW YORK CITY**

SUBJECT MATTER: **FIBERGLASS FABRICATION A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING INDUSTRIAL FIBERGLASS PARTS FABRICATION**

DESCRIPTION: **The fiberglass fabrication program includes work in fabricating, forming, molding, assembling, and performing single layout of plastic laminates, fiberglass and honeycomb parts, catalysts, and foam. The techniques of vacuum bag molding and cutting of materials are also covered. Fiberglass lay-up work using dry, wet, and pre-impregnated glass cloth are also taught in this class.**

1967 **SAN DIEGO**

SUBJECT MATTER: **BUSINESS EDUCATION A/L TEACHER (11-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING MERCHANDISING 1-2**

DESCRIPTION: **In this course the fundamental principles and practices of good merchandising are presented. A background of the problems of both buying and selling is covered. Training and practice in presenting goods and services to prospective customers are given with discussion of attitudes and abilities that make for success on the job.**

1966 **SAN DIEGO**

SUBJECT MATTER: **ELECTRONICS A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING OCCUPATIONAL ELECTRONICS**

DESCRIPTION: **These double-period courses are designed for future electronic workers and technicians. Selected students obtain instruction which provides them with skills needed for entry jobs in radio and television repair, electronic assembly work, electronic cable distribution systems, communications electronics, electronic testing or inspection, broadcast engineering technician, and electronic circuitry. Proficiency is being developed in the laboratory on the designing, testing, and fabricating of selected electronic circuits. Common testing equipment is being used in analyzing circuits. Although the course trains students for employment in the electronics industry, some of the students are being motivated to continue their education in a junior college technical electronics program.**

1967 **SAN DIEGO**

SUBJECT MATTER: **GRAPHIC ARTS A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING OCCUPATIONAL GRAPHIC ARTS**

DESCRIPTION: **This is a problem that prepares students for beginning jobs in one of the skills used in the graphic arts industry. Students must have successfully completed the one-year basic graphic arts course and indicated a desire for additional skill training. The class is divided into specific areas of instruction so that students may select training in one of the major areas. After developing a high degree of proficiency in the selected field, they then may select a second field of emphasis. The course is being offered for two consecutive periods daily and includes 360 hours of instruction. It is possible for the students to obtain 720 hours of instruction by enrolling in the course in both the 11th- and 12th-grades. Students are being encouraged to continue their graphic arts training at the junior colleges.**

1967 **SAN DIEGO**

SUBJECT MATTER: **MERCHANDISING DISPLAY A/L TEACHER** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING OCCUPATIONAL MERCHANDISING DISPLAY**

DESCRIPTION: **Merchandising Display is a course designed to develop in students entry-level skills for possible employment in the following fields:**

Commercial Artist
Display Artist
Display Assembler
Display Card Writer
Display Designer, Outside
Display Man

Although the course is designed as terminal preparation for most students, it also serves as a preparatory course for students planning to continue their education. Capable students are encouraged to continue in junior college or technical trade school.

Strong emphasis is placed throughout the course upon a positive job-seeking approach and upon attitudes which make for successful employment.

1967 **SAN DIEGO**

SUBJECT MATTER: **METALWORKING A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING OCCUPATIONAL METALWORKING SKILLS**

DESCRIPTION: This program is designed to prepare students for entry jobs in a variety of skills required in working with metals. Students must have successfully completed the basic general metal one-year course and indicated a desire for additional skill training. The class is divided into specific areas of instruction so that students may select training in one of the major areas. After developing a high degree of proficiency in the selected field, they then may select a second field of emphasis. The course will be offered for two consecutive periods daily and will include 360 hours of instruction. It is possible for the students to obtain 720 hours of instruction by enrolling in the course in both the 11th- and 12th-grades. Students are being encouraged to continue their training at the junior colleges.

1967 **SAN DIEGO**

SUBJECT MATTER: **POWER MECHANICS A/L Teacher (10-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING OCCUPATIONAL POWER MECHANICS**

DESCRIPTION: This is a course designed to prepare students for beginning jobs in the nontechnical fields related to the automotive and power mechanics industry. Students must have successfully completed the basic auto mechanics course and indicated a desire for additional training. The class is divided into specific areas of instruction so that students may select training in one of the major areas. After developing a high degree of proficiency in the selected field, they then may select a second field of emphasis. The course will be offered for two consecutive periods daily. Students are being encouraged to continue their training in the junior colleges.

1967 **SAN DIEGO**

SUBJECT MATTER: **WOODWORKING A/L TEACHER (10-12)** Medium: **MANUAL**

TITLE: **GUIDE FOR TEACHING OCCUPATIONAL WOODWORKING SKILLS**

DESCRIPTION: This is a course designed to provide students with the basic skills necessary for entry jobs in one of the fields of woodworking. Students who have successfully completed the basic Woodworking 1-2 course may enroll in this double-period program. Special emphasis is given to mass production techniques as well as to the safe use and care of tools and equipment. The course includes blueprint reading, accuracy in measurement and layout, calculating material needs and an understanding of the terminology and materials used in the woodworking industry. The type of training is determined by job opportunities and the interest and ability of the students. Students are being encouraged to continued their training in the junior colleges.

1967 **SAN DIEGO**

SUBJECT MATTER: **HOME ECONOMICS A/L TEACHER (7-11)** Medium: **MANUAL**

TITLE: **HOME ECONOMICS—GRADE 7-8, HIGH SCHOOL 1 AND 2**

DESCRIPTION: This curriculum guide includes four course outlines developed by classroom teacher committees. The outlines were developed to assist home economics teachers in effectively meeting the needs of home economics pupils from diverse socio-ethnic-economic-cultural groups typical of a metropolitan area. The concept-generalization approach is used in providing sequential learnings in various phases of home economics. Content includes essential learnings, related class experiences, resources and bibliography for each concept at each grade level. The appendix includes sample pretest, guide sheets, checklists, and other evaluation devices.

1968 **BUFFALO**

SUBJECT MATTER: **INDUSTRIAL ARTS A/L TEACHER** Medium: **MANUAL**

TITLE: **HOUSE CONSTRUCTION**

DESCRIPTION: This unit of study uses the scale model approach in teaching the terminology and concepts of house construction.

WASHINGTON, D. C.

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (12)** Medium: **WORKBOOK**

TITLE: **HUMAN RELATIONS (FIRST DRAFT)**

DESCRIPTION: This guide defines the everyday human relationships that are the most important parts of a job. It presents the foundations of good human relations. Flannel board and tape presentations are included in this supplemental course guide.

1966 **CLEVELAND**

SUBJECT MATTER: **INDUSTRIAL ARTS A/L TEACHER/ADMINISTRATOR** Medium: **MANUAL**

TITLE: **INDUSTRIAL ARTS SELF-EVALUATION**

DESCRIPTION: This manual is designed to make industrial arts teachers aware of shop facilities, course content, and evaluation guidelines.
Specifically, the guide provides bench marks to evaluate the strengths and weaknesses of the industrial arts shop measured against national standards.

WASHINGTON, D. C.

SUBJECT MATTER: **CRAFTS A/L TEACHER/STUDENT (JUNIOR HIGH)** Medium: **MANUAL**

TITLE: **INDUSTRIAL CRAFTS: JUNIOR HIGH SCHOOL**

DESCRIPTION: This experimental publication was developed with funds provided by the Federal Government under Title I, Elementary and Secondary Act of 1965.
This instructional field covers the industrial crafts industries that produce articles made of such materials as plastic, wood, metal and leather.
The student uses this book directly to learn about basic operations, processes, tools, and materials used in the industrial crafts. Pictures and discussions are focused on such areas as laminating plastics, thermoforming plastics, fiberglass, copper tooling, woodcarving, etc.

1967 **LOS ANGELES**

SUBJECT MATTER: **COOPERATIVE EDUCATION A/L TEACHER** Medium: **MANUAL**

TITLE: **CURRICULUM GUIDE FOR THE GENERAL RELATED UNITS OF INSTRUCTION IN COOPERATIVE EDUCATION PROGRAMS**

DESCRIPTION: The first units of a seven unit curriculum guide for a cooperative education cover OBJECTIVES, COOPERATIVE EDUCATION PROGRAMS and RESPONSIBILITIES of the Teacher-Coordinator and the Employer. Topics include: (a) Understanding the Cooperative Program (b) Looking at Ourselves and Others (c) Learning to Assume Our Responsibilities to Society (d) Understanding Our Part in the World of Work (e) Safety and Health (f) Use of Leisure Time (g) Money Management.
The available material is actually a field test. The completed guide is being printed and will be ready for distribution in a few months.

1966 **CHICAGO**

SUBJECT MATTER: **ELECTRONICS A/L TEACHER (SECONDARY)** Medium: **MANUAL**

TITLE: **INSTRUCTORS GUIDE IN ELECTRICITY-ELECTRONICS—BASIC AND ADVANCED LEVELS**

DESCRIPTION: This guide has been developed for the basic and advanced electronics courses offered in the San Francisco secondary schools. The content of the units and the method of presentation are designed to show relationships among science, mathematics, and electorial technology.

Basic Electronics, also designated Electronics I and Electronics II, is a first year course; students may begin it in the 9th or any later grade. This course introduces students to modern concepts in electricity and electronics and to the fundamental skills in those subjects.

Advanced electronics, also designated Electronics III and Electronics IV, is the year of instruction following the basic course. It is built on the same topics which are found in Basic Electronics, but covers them in greater depth and at a more technical level. Areas for study include: materials, tools, processes, sources of electricity, vacuum tubes, communication systems, etc.

1967 **SAN FRANCISCO**

SUBJECT MATTER: **ELECTRICITY-ELECTRONICS A/L TEACHER (HIGH SCHOOL)**
Medium: **MANUAL**

TITLE: **INSTRUCTORS GUIDE IN ELECTRICITY-ELECTRONICS: OCCUPATIONAL PREPARATION LEVEL**

DESCRIPTION: This course is offered in the 11th- and 12th-grades for students who wish to prepare themselves to continue technical training after high school or to enter immediate employment. A year of electricity-electronics in the 9th- or 10th-grade is a prerequisite. The guide presents the essential topics, each developed in terms of objectives, student references, instructional aids, and content of instruction. Work sheets to direct home study by the student are also included. Contents include such topics as electronics, voltage sources, special purpose tubes, soldering, friction rods, etc.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **OCCUPATIONAL INFORMATION PROGRAM A/L TEACHER (11-12)**
Medium: **MANUAL**

TITLE: **JOB PREPARATION**

DESCRIPTION: This material was designed to assist the graduates of the inner-city high schools who are not going on to post-high school education for the world of work. It was found that the majority of graduates in this category were lacking in the techniques of finding and applying for a job. There are thirty-four units in this guide for job counselors for 11A, 12B and 12A pupils. The outlines cover such subjects as apprenticeships, civil service, filling out an application, want ads, and mock interviews. A series of films and filmstrips pertinent to the subjects is also available. A list of additional sources of occupational information is also included.

1967 **CLEVELAND**

SUBJECT MATTER: **INDUSTRIAL ARTS A/L TEACHER (10-11)** Medium: **MANUAL**

TITLE: **JUNIOR HIGH METALS**

DESCRIPTION: This course of study provides the pupil with a perspective of industrial life and knowledge of occupations in the metal areas. It encourages the pupil to develop elementary skills in the use of metal-working tools and machines. It helps establish good work attitudes, habits, and talents in industrial technical fields. The sequence of this course outline may be changed to meet the needs of the student and teacher.

CLEVELAND

SUBJECT MATTER: **WOODS—PLASTIC A/L TEACHER (7-9)** Medium: **MANUAL**

TITLE: **JUNIOR HIGH WOODS—PLASTIC**

DESCRIPTION: This curriculum guide is an aid to the classroom teacher in introducing words in combination with plastics as an integral phase of industrial arts. It provides the teacher with the aims of the course, guiding principles for an industrial arts program, instructional units that can be taught, and suggested activities in woods and plastics combination.

CLEVELAND

SUBJECT MATTER: **VOCATIONAL (HOMEMAKING) A/L TEACHER (7-12)** Medium: **MANUAL**

TITLE: **KEYS TO SAFETY IN HOMEMAKING**

DESCRIPTION: Safety education is considered an important part in all units of homemaking. The major focus of the plan is twofold: (1) to help to eliminate the hazards which exist in a large number of homes, (2) to help students and families recognize and practice habits of safety.

Areas given specific attention include clothing, child care, food preparation, laundry, home management, etc.

Suggested safety tests accompany each area. Scoring keys are included.

1962 **DETROIT**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L STUDENT (7-8-9)** Medium: **MANUAL**

TITLE: **KEYS TO SAFETY IN THE INDUSTRIAL ARTS: HANDBOOK FOR STUDENTS GRADES 7-8-9**

DESCRIPTION: This safety booklet was prepared to establish a uniform plan for safety instruction in the 7th-, 8th-, and 9th-grades. Information on safety precautions for use of various types of tools is provided. A series of test questions is also included. After a student has had a demonstration of the safe use of hand tools and the machines which he will be required to operate, he studies the safety instructions and then has the required test administered. A safety record accompanies the student.

An answer book is available with this program.

1960 **DETROIT**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L STUDENT (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **MACHINE AND ELECTRICAL SHOP TRAINING IN NUMERICAL CONTROLS MACHINES**

DESCRIPTION: Machine shop and electrical students at Seneca Vocational High School, are given instruction in the operation, programming, and maintenance of the three numerical controls machines. A tie-in is being arranged to the 1620 computer at Hutchinson Technical High School to permit preparation of the tapes for the machines.

Evaluation is achieved by student success in operating and maintaining the Pratt and Whitney tape-controlled drill press.

BUFFALO

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (12)** Medium: **BULLETIN**

TITLE: **MANUAL OF OPERATIONS (TENTATIVE)**

DESCRIPTION: This material was developed for guidance and reference purposes. It is used by teacher-coordinators in this program. Dimensions of the distributive education programs are reviewed. Policies and procedures are considered.

1965 **CLEVELAND**

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION COURSE GUIDE—SUPPLEMENTAL A/L TEACHER/SUPERVISOR (12)** Medium: **WORKBOOK**

TITLE: **MATERIALS' HANDLING (FIRST DRAFT)**

DESCRIPTION: An in-class guide has been developed to expose students to the aspects and importance of receiving, checking and marking of merchandise in a retail operation. Various store systems and the basic functions of receiving departments are outlined. Reference material and class assignments are included.

1966 **CLEVELAND**

SUBJECT MATTER: **METALS A/L TEACHER (10-11)** Medium: **MANUAL**

TITLE: **METALS I, II, III, IV**

DESCRIPTION: This curriculum guide is designed to provide an understanding of the opportunities available in the metals industry. It helps the student develop skills in accordance with industrial practices. It brings about a better understanding of science, mathematics, and other related subjects pertaining to the machine trade. Use of hand and power tools, precision measuring instruments, reading blueprints, and working drawings are an integral part of the curriculum guide provided for use by the instructor.

CLEVELAND

SUBJECT MATTER: **WORK STUDY PROJECT A/L TEACHER/ADMINISTRATOR/COMMUNITY (HIGH SCHOOL)** Medium: **REPORT**

TITLE: **THE MIRANDA LUX FOUNDATION—OCCUPATIONAL PREPARATION WORK-STUDY PROJECT, FINAL REPORT 1966-67**

DESCRIPTION: This report is divided into two parts. Part One summarizes the entire work-study project, evaluates the outcome of the program, recommends areas for further study and development, and states a plan for continuation of the effort. Part Two provides the rationale for the elements described in Part One.

This two-year pilot work-study project was undertaken to reduce the number of high school drop-outs among culturally-disadvantaged minority youths. The study was financed through THE MIRANDA LUX FOUNDATION and implemented through the cooperative efforts of the San Francisco Unified School District, Firemen's Fund, American Insurance Companies, and other major business firms. As a result of this undertaking, occupational programs were expanded so that it was possible to assist 220 disadvantaged students during 1966-67.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **VOCATIONAL A/L TEACHER/ADMINISTRATOR (9-12)** Medium: **RADIO/TV**

TITLE: **NEW TRENDS IN OFFICE AUTOMATION**

DESCRIPTION: This series of programs, planned for senior high school students with a background in business subjects, examines the mechanized techniques currently employed by many business organizations to process accounting data. Representative accounting machines, punch card equipment, and electronic computers are demonstrated and their function in the accounting cycle are described. In addition, the programs examine the opportunities for careers in bookkeeping, accounting, and data processing.

1966 **NEW YORK CITY**

SUBJECT MATTER: **BUSINESS EDUCATION A/L STUDENT (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **NOTEHAND INSTRUCTION FOR PROSPECTIVE COLLEGE STUDENTS**

DESCRIPTION: A course in notehand instruction at Bennett High School in Buffalo is designed to aid the college student in making useful, meaningful notes with facility. Notehand described as a personal-use shorthand with integrated instruction on how to make notes, is viewed as fulfilling a long felt need of the college student.

BUFFALO

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L TEACHER/PARENT/COMMUNITY** Medium: **FLYER**

TITLE: **OFFICE COOPERATIVE WORK EXPERIENCE PROGRAM**

DESCRIPTION: This is a two-semester program which students enter the first semester of their senior year. The plan gives the students actual work experience and assists them in making the school-to-work adjustment more easily. Specific assistance is given in the following occupations: typist, stenographer, office clerk, receptionist, bookkeeper, office machine operator, etc. Students attend school one-half day and work on paying jobs in business the other half day.

Special rating sheets, coordinator's forms, application blanks, and contracts are available.

ST. LOUIS

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/PARENT/ADMINISTRATOR/SUPERVISOR (10-12)** Medium: **MANUAL**

TITLE: **OPPORTUNITIES IN RETAILING (FIRST DRAFT)**

DESCRIPTION: This supplemental material was developed for in-class instruction to provide students with further insight into the field of retailing in a free enterprise system. This material covers nature of work, employment outlook, earnings, and working conditions in the various facets of the retail field.

1966 **CLEVELAND**

SUBJECT MATTER: **WORK EXPERIENCE A/L STUDENT/TEACHER/PARENT/COMMUNITY** Medium: **BROCHURE**

TITLE: **PART-TIME WORK PLAN**

DESCRIPTION: The purposes of the program are defined, i.e., as an answer to the needs of youth to obtain practical job experience and to help ease the transition between school and work. Under this program, students attend regular classes in the morning and work in the afternoon.

The program offers business an excellent source of dependable workers and also provides the long-range value of attracting capable youth into business as a career.

The competitive work situation not only provides the student with career insights, but the students are also paid for their employment and efforts.

The brochure lists a series of questions and answers involving, for example, rates of pay, work permits, etc.

SAN FRANCISCO

SUBJECT MATTER: **VOCATIONAL EDUCATION (COMPENSATORY EDUCATION) A/L TEACHER** Medium: **MANUAL**

TITLE: **PLANNING A CAREER DAY**

DESCRIPTION: The manual contains information on how to plan a career day. Included in this guide are such elements as: (1) determining what printing, typing, and art work will be required (2) which students should participate in the program (3) what letters and information can be sent to resource speakers, etc.

A career day checklist, vocational interest questionnaire, and a list of occupations are also included.

1966 **SAN FRANCISCO**

SUBJECT MATTER: **PRINTING A/L TEACHER (10-11)** Medium: **MANUAL**

TITLE: **PRINTING—SENIOR HIGH SCHOOL**

DESCRIPTION: Every effort was made to marshal modern, innovative ideas, and incorporate them into a curriculum guide which challenge, train, and make more enjoyable the study of visual communications. The wide scope and flexibility of this guide is particularly adapted to facilities of an up-to-date comprehensive high school printshop. These units lead the pupil through experiences in both letterpress and offset methods of printing.

CLEVELAND

SUBJECT MATTER: **FOOD PREPARATION A/L STUDENT (HIGH SCHOOL)** Medium: **MANUAL**

TITLE: **QUANTITY FOOD PREPARATION—CHEF, DIETITIAN, BAKER, AND COOK TRAINING**

DESCRIPTION: Pupils in the Quantity Food Course at Emerson Vocational High School, receive special training for employment as chefs, dietitians, bakers or cooks. The program includes preparation of food for student cafeterias and involves baking, salad and dessert preparation, and a variety of main course items. Placement of graduates in the trade is handled and recorded by the teacher.

BUFFALO

SUBJECT MATTER: **BUSINESS AND DISTRIBUTIVE EDUCATION A/L TEACHER** Medium: **FLYER**

TITLE: **A SENIOR INTENSIFIED PROGRAM IN BUSINESS AND DISTRIBUTIVE EDUCATION**

DESCRIPTION: The Senior Intensified Program (SIP) is a newly designed curriculum pattern which will prepare senior high school students for employment as follows: DISTRIBUTIVE EDUCATION: Salesperson. OFFICE EDUCATION: Clerk/stenographer, Clerk/Typist, Computer-Console Operator. The purpose of SIP is to demonstrate that those minimal essential

business skills demanded by employers for entry into today's distributive and office occupations can be successfully taught in a specifically developed Senior Intensified Program. The Senior Intensified Program requires that the entire content will be taught in a minimum of eighty minutes and/or a maximum of 120 minutes per day for not more than one school year. Students are not required to have had previous preparatory courses in the distributive and/or office occupations. Current data on opportunities for entry occupation requirements are being used as a basis for continuous development and evaluation of essential content. The Carnegie Unit is not being used to determine the division of time; rather, time is used in varying patterns to allow the maximum fusion of several subject matter areas. Each student is placed in an on-the-job training station (cooperative work-study program) for one semester as opposed to the traditional one-year program.

1966 **DETROIT**

SUBJECT MATTER: **VOCATIONAL A/L TEACHER (7-9)** Medium: **FILM**

TITLE: **SKILL FOR EDDIE**

DESCRIPTION: **Recommended for 8th-grade junior high school pupils, parents, and junior high school guidance counselors, this film features Eddie, an 8th year junior high school boy whose older brother Johnny has just been fired from his job. As a result of an explosive argument, Mother goes with Eddie to his guidance counselor and receives proper guidance through discussion and school visits. A dramatic treatment indicates the type of boy who can benefit from a vocational high school education and the advantages the vocational high school offers.**

1967 **NEW YORK CITY**

SUBJECT MATTER: **OCCUPATIONAL EDUCATION A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **REPORT**

TITLE: **SURVEY OF OCCUPATIONAL EDUCATION IN THE BUFFALO PUBLIC SCHOOLS**

DESCRIPTION: **This report contains a description of the role of occupational education in the Buffalo Public Schools. Changes in technology have given this report special significance. The training and re-training programs need continuing scrutiny and modification.**

Enrollments in various courses as well as job employment data are reviewed. It is the conclusion of the report that certain possibilities for modifying the occupational courses be given attention. The role of a Skill Center is being considered for 11th and 12th-grade pupils currently enrolled in existing academic schools; such a center would provide non-specialized occupational programs.

An analysis of courses in vocational high schools is included in the report.

1967 **BUFFALO**

SUBJECT MATTER: **BOOKKEEPING A/L TEACHER (11)** Medium: **MANUAL**

TITLE: **TEACHER'S GUIDE—BOOKKEEPING I AND II**

DESCRIPTION: **This guide was developed as a supplement to the TEACHER'S MANUAL that accompanied the text, 20TH CENTURY BOOKKEEPING AND ACCOUNTING, 22nd Edition. It contains general suggestions for the teaching of bookkeeping. Also, included are objectives, content, suggested activities, vocabulary studies, and supplementary aids to teaching for each chapter in the text. It covers the first year of bookkeeping from the fundamental bookkeeping equation to automation in bookkeeping and accounting.**

1965 **CLEVELAND**

SUBJECT MATTER: **OFFICE PRACTICE A/L TEACHER (12)** Medium: **MANUAL**

TITLE: **TEACHER'S GUIDE FOR OFFICE PRACTICE—GRADE 12**

DESCRIPTION: **This guide contains a suggested list of topics taught in a one-year course in office practice. These topics include the following: Personality development, production typing, communications (telephoning, telegraph, cablegram and mail room), recordkeeping, filing, seeking employment, and office machines. In addition to general objectives the guide contains supplementary materials and bibliographies.**

1960 **CLEVELAND**

SUBJECT MATTER: **DISTRIBUTIVE EDUCATION A/L TEACHER/SUPERVISOR (12)** Medium: **WORKBOOK**

TITLE: **TIRE SALES (FIRST DRAFT)**

DESCRIPTION: The material was developed for use in class instruction for Service Station Sales Training. This manual deals with the potentials in the tire market, basic tire components, tire selling, and profit potentials.

Transparency material and hand-outs are included.

1966 **CLEVELAND**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L STUDENT (HIGH SCHOOL)** Medium **MANUAL**

TITLE: **TOTAL VOCATIONAL PROGRAM OF 34 TRADES**

DESCRIPTION: The vocational program in the Buffalo Public Schools offers training in thirty-four trades. Students at the end of the 8th- and 9th-grade are selected and trained for entrance in skilled trades, including a broad spectrum of courses: automobile, aviation, and marine mechanics; printing; electrical trades, machine shop practice; building trades; horticulture; baking; painting; wood working and finishing; upholstering; drafting; food preparation; welding; advertising art; beauty culture; business; clothing; foods; practical nursing; advertising and industrial design; building construction and design; electrical, mechanical, and industrial chemistry.

BUFFALO

SUBJECT MATTER: **HOMEMAKING A/L TEACHER/STUDENT (7)** Medium: **MANUAL**

TITLE: **UNDERSTANDING YOUNGER CHILDREN: INSTRUCTIONAL GUIDE, HOMEMAKING 1 AND 2**

DESCRIPTION: This publication was developed with funds provided by the Federal Government under Title I, Elementary and Secondary Education Act of 1965. Two of the problems presented in this unit are UNDERSTANDING YOUNGER CHILDREN AND THEIR NEEDS and HELPING WITH THE CARE OF YOUNGER CHILDREN. The materials presented in the publication are related to these problems.

Many of the problems concern day-to-day-life, and the importance of the material is easily recognized by the pupils when it is presented with new visual approaches. Discussion and pupil participation with the use of visual aids are the keys to the proper use of the program.

Anticipated learnings are indicated, and specific experiences geared to implement such learnings are suggested. Heavy emphasis is placed upon activities dealing with sensory dimensions. Evaluational guidelines, resource materials and an observation check sheet are included. Various illustrations are also provided which are used with youngsters to explore various types of social relationships. Specific filmstrips are also used for this purpose.

1967 **LOS ANGELES**

SUBJECT MATTER: **VOCATIONAL EDUCATION A/L TEACHER/ADMINISTRATOR/COMMUNITY** Medium: **REPORT**

TITLE: **VOCATIONAL EDUCATION PROJECTS**

DESCRIPTION: This document contains a resume of projects funded under the Vocational Education Act of 1963. The purpose of the act is to provide financial assistance in the field of vocational education to schools under public supervision and control. The funds are used to improve, strengthen and expand an education program for the preparation of individuals for gainful employment.

The program summarized in this report deals with such areas as business education, drafting, mechanics, graphic arts, aircraft field service, grocery clerk training, etc.

1963 **SAN FRANCISCO**

SUBJECT MATTER: **FAMILY LIVING A/L STUDENT (5-7)** Medium: **PAMPHLET**

TITLE: **WHEN WE DINE OUT**

DESCRIPTION: This booklet is a pictorial narrative of what constitutes good table manners. It was written to be used by teachers and students who are planning to eat in a public restaurant.

The first page of this booklet is devoted to good grooming based on general health rules, rather than elaborate dress. There is also a section on good manners to use on public transportation. This booklet was illustrated by a 7th-grade boy.

1966 **CLEVELAND**

SUBJECT MATTER: **INDUSTRIAL ARTS A/L TEACHER/ADMINISTRATOR (7-8-9)**
Medium: **MANUAL**

TITLE: **WOODWORKING 7-8-9**

DESCRIPTION: **This manual is prepared so that the teacher may present to the Negro pupil, an unbiased view of the woodworking industry. The teacher outlines the opportunities and requirements of employment plus the wages paid to craftsmen in the industry. The pupil has the experience in working with tools and materials used in the construction of projects made of wood and allied materials. This experience materially helps the student in deciding upon a future career. The Negro pupil is given an opportunity to design and construct projects which exemplify the Negro's history and culture.**

1965 **NEW YORK CITY**

SUBJECT MATTER: **WORK EXPERIENCE PROGRAM A/L TEACHER/ADMINISTRATOR/ COMMUNITY (HIGH SCHOOL)**
Medium: **BULLETIN**

TITLE: **WORK EXPERIENCE PROGRAM PROVIDES JOB EXPERIENCE**

DESCRIPTION: **This bulletin defines the necessity of work experience for youth. In addition, brief program descriptions are included, i.e., student volunteer (unpaid community service), out-of-school, high school work experience coordinators, distributive education teacher coordinator, continuation education program, and after school/Saturday in-vocation employment.**

SAN FRANCISCO

SUMMARY

Vocational and/or industrially oriented subjects as well as business courses have been grouped in this section. There is clear evidence that a continuing redefinition of this area is in progress. New courses, and new trends within older courses, are discernible.

New offerings are being proliferated in the business education area. Distributive education is burgeoning; merchandising of tires, for example, is one of many ramifications. Advertising and sales promotion are seen as necessary adjuncts of business education. Information and practical application of new technology are the focal points of several courses; students are made aware of roles played by accounting machines, punch card machines and computers.

Business math includes the development of skills and insights with respect to markups, markdowns, profits, etc. Contracts are also given consideration as negotiable instruments. The role of the computer looms large, and students are given special courses in computer math.

On-the-job training is available in many situations. Sometimes such opportunities are set up in a simulated context; at other times, there is actual involvement. Work-study programs are frequently in evidence. Homemaking, gardening, and other special-interest programs have been developed. Among those being trained for the world of work are chefs, dietitians and bakers. And notehand courses are provided for the college-bound student.

Some of the older courses in wood and metal working have been adapted to meet the needs of modern urban education. Negro students, for example, are designing and constructing projects related to Afro-American history and culture.

Practical, job dimensions have been placed around some of the courses. Electricity and drafting programs reflect the changes in philosophy. Programs in the graphic arts give students an opportunity to print poems and essays by black authors. They have the opportunity to make linoleum blocks and lumarith etchings which depict leaders and events in Negro history. New programs, too, are typified by offerings in electronics.

Crafts are fully explored in the guides. Consideration is given to articles made of plastic, wood, metal, and leather. Areas such as plastic lamination, thermoforming plastics, fiberglass, copper tooling, and woodcarving are presented. Fiberglass fabrication instruction includes work in fabricating, forming, molding and assembling. Instruction is also given in performing single layout of plastic laminates, honeycomb parts, catalysts and foam.

KEY IDEAS

Vocational education
Business education
Distributive education
Advertising/
Sales promotion
Contracts
Practical applications
Technology
Computers

Work-study
College-bound courses
Afro-American
orientation
Work of work
Electronics
Plastics
Crafts

APPENDIX A
QUESTIONNAIRE

PLEASE LIST ON THE ATTACHED QUESTIONNAIRE THE TITLES OR DESCRIPTIVE DESIGNATIONS OF INNOVATIVE MATERIALS WHICH HAVE BEEN DEVELOPED IN YOUR SCHOOL SYSTEM. SUCH MATERIALS MIGHT INCLUDE PRODUCTS DEVELOPED FOR USE BY TEACHERS, STUDENTS, COMMUNITY, PARAPROFESSIONALS, ETC.

ANY MEDIUM IS ELIGIBLE FOR LISTING, e.g., TEXTBOOK, WORKBOOK, MANUAL, TRANSPARENCY, FILMSTRIP, FILM, VIDEOTAPE, ETC. IN ADDITION TO THE LISTING, PLEASE SEND ALONG A SAMPLE COPY OF EACH ITEM IF POSSIBLE.

School System ______________________________

Respondent ______________________ Title ______________

A) DESCRIPTION OR TITLE OF MATERIAL	B) LEVEL (check as many as necessary)															C) SUBJECT MATTER										
	Pre Sch	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Math	Social Studies	Mus	Hlth	Psy Ed	Vocnl	Eng	Spell	Lit	Read	Science
List needed materials which are not currently available. If possible, check appropriate sections in B. C. D. and E.																										

Art	Other {add subject matter designation if appropriate classification is missing	D) MEDIUM										
		Text ☐	Transp ☐	Film Strip ☐	Recording ☐	Workbook ☐	Manual ☐	TV ☐	Map ☐	Globe ☐	Other ☐	Year Introduced

E) DEVELOPMENT					F) SPECIAL ADULT AUDIENCES					
Commercially-produced	Locally-produced	Available thru publisher	Available thru School System	If available through publisher, please identify	Teachers	Parents	Paraprofessionals	Administrators	Supervisors	Other

APPENDIX B
DATA CARD

SUBJECT MATTER:

LEVEL AUDIENCE:

MEDIUM:

Title:

Description:

Year Introduced:

Development:

Available for sale

Available on complimentary basis

Not available for distribution

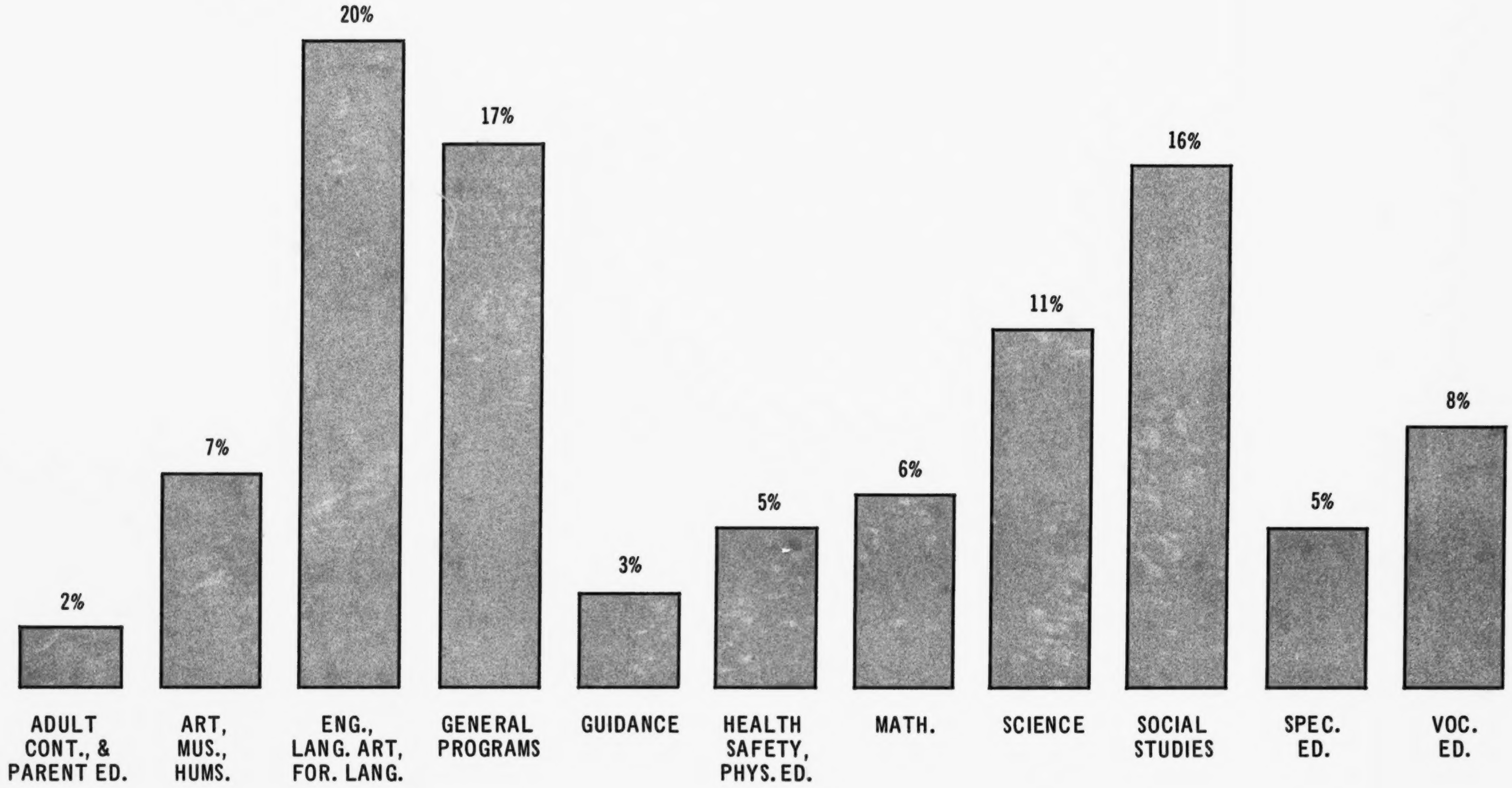
Price

Contact address:

APPENDIX C
STATISTICS

PERCENT OF ANNOTATIONS – BY AREA

(Based on total of 925 annotations)



CLOSING SUMMARY STATEMENT

A summary statement dealing with this entire volume may be superfluous at this point inasmuch as separate summaries have been included after each section. However, a few closing remarks may be in order.

Are there discernible trends? Are there pervasive concepts in curriculum which seem to be traceable throughout the various categories? The answer is yes. One trend seems to reflect the emphasis on concepts and cognitive development; such concepts are often reinforcible by skills. Sequence, too, has an important role to play as concepts are arranged into a hierarchical or developmental pattern. Of course, methods and means loom large when concepts are defined as significant goals; inquiry, induction, and process are receiving much attention. Nongraded, modular, and team-teaching administrative structures are complemented by a vast array of multimedia/multisensory aids to complement more conventional materials.

Interdisciplinary and multicultural dimensions are also perceivable. Subject-matter lines are shifting; they are being redefined through the accretion of new knowledge. Moreover, emerging courses and programs are being accommodated at new levels. It is clear that much attention is focused on preschool and elementary school undertakings. Compensatory education and remedial activities have much support; the community is joining with the school in many ventures.

Individualized instruction is seen as a necessary and complementary component to mass techniques, and the use of programing and tapes reflects this trend. Reading, in-service work, curriculum centers, and instructional packages are also significant aspects of the educational scene. Much attention is given to helping children and youth through the development of attitudes, insights, and skills.

There is no doubt that materials and methods must be unceasingly identified and developed. Yet, the fruitful efforts of cities across the land have not had adequate dissemination. Hopefully, this report will be a step in that direction. When certain trends are clear, it would be helpful if commercial publishers would lend their support to producing creative products which have emerged in so many cities. Directions are implicit and explicit in the materials which have been reviewed; valuable ideas and materials are awaiting further development.

It seems logical to state—in view of the contents of this report—that the pace of curriculum modifications and innovations will accelerate. Such changes place a heavy burden of responsibility on educators and publishers; it is likely that the impact of such changes will not only have lasting significance for American education, but also set a development-production design for the indeterminate future.

ED031087

EXHIBIT D

THE CENTRAL CITIES CONFERENCE

Summary report of a Conference
conducted at Detroit, Michigan

October 9-11, 1968

The Research Council of the Great Cities
Program for School Improvement

Chicago, Illinois

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE CENTRAL CITIES CONFERENCE

Summary report of a Conference conducted at Detroit, Michigan

October 9-11, 1968

The research reported herein was performed pursuant to contract OEC-3-7-070715-3048 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

The Research Council of the Great Cities
Program for School Improvement

Chicago, Illinois

EM007234

THE CENTRAL CITIES PROJECT

An amendment to the Educational Communications contract with the Bureau of Research, U. S. Office of Education in March, 1968, provided for technical assistance through the resources of the Research Council to facilitate the planning, program development and evaluation in approximately 28 cities participating in the Central Cities Project under the auspices of the Bureau of Elementary and Secondary Education, U. S. Office of Education. Efforts of the individual cities were directed toward programs that would lead to the development of new approaches to inner city problems of education, with particular emphasis on improving the achievement of children.

While many "Central Cities" moved quickly into program development, others found the developmental stages somewhat more difficult. Furthermore, it was recognized that the technical assistance made available to the cities as originally envisioned would be of greater value to them if it could be restructured. Thus it was concluded that a conference, bringing together professional staff, board of education members and community representatives, would provide the necessary direction to accelerate the efforts of cities in planning and program development.

A survey of participating cities, conducted by the U. S. Office of Education revealed several specific areas in which cities indicated a need for assistance. These were:

1. Community involvement and parent participation
2. Staff recruitment and training
3. Building acceptance of new practices by teachers and parents
4. Early childhood education
5. Language development for the disadvantaged
6. Developing relevant vocational and technical education
7. Curriculum reform for inner city children

As a result of several planning meetings, the "Central Cities Conference" was scheduled for Detroit, Michigan, October 9-11, 1968. Each participating city was invited to send a task force consisting of five persons, the Superintendent or top level administrator, Central Cities Project Director and at least one community representative preferably from the target area in which each Central City program is operating.

Much of the conference was structured around small group seminars in order to promote interaction and the opportunity to share promising experiences. Interspersed were presentations by leading figures and experts in related educational program endeavors. The major theme of the seminar groups which met on the first day of the conference was "The Community Role in Identifying Needs and Planning Programs." Each group was assigned a discussion leader and a recorder. On the second day, seminar groups met with consultants who provided expertise in the following topic areas of discussion:

1. Early Childhood Education and Follow-through
2. Building Acceptance of New Practices by Teachers and Parents
3. Language Development of the Disadvantaged
4. Developing Relevant Technical-Vocational Education
5. Changing Practices in Instruction of Inner-City Children: Curriculum and Instructional Materials
6. Pre-service and In-service Needs of Inner-City Teachers: Developing Empathy and Understanding

The following pages contain a composite summary of the discussion groups meeting on the first day, summaries of the consultants' discussion groups which met on the second day, and a brief summarizing statement of participants' reactions to the conference.

The Research Council of the Great Cities Program for School Improvement would like to commend the representatives of the Bureau of Elementary and Secondary Education and the Bureau of Research, U. S. Office of Education, for the many contributions they made to the planning and support of this conference. We would also like to thank the consultants, speakers, discussion leaders and recorders who performed an outstanding job in making the conference a success. And lastly, our thanks to the participants, whose diverse interests and wide range of experiences provided a climate for meaningful exchange.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

BUILDING ACCEPTANCE OF NEW PRACTICES BY TEACHERS AND PARENTS

Consultant: Willard Congreve, Woodlawn Project, Chicago

Both sessions were fully attended. Discussion never lagged during the entire hour. The consultant began each session with a seven-minute statement outlining four premises for the discussion and raising some questions regarding each premise:

Premise 1: If by acceptance we mean that we want human beings to endorse, support and participate in new programs, then we need to understand the nature of the human organism and find ways to work with it, not against it.

a. To what extent are we willing to develop practices which research has suggested will overcome resistance to change (e. g., The Coch and French studies (1948) with industrial workers.)

b. How important is early discussion of an idea with teachers and parents before it is formulated and decisions made?

c. To what extent are we willing to build in continuous evaluation, review, and discussion of alternative routes during the early stages of the implementation?

d. Is there some realistic and sincere pay-off for all persons involved, or are demands without concomitant rewards built into the program?

e. Have we tried to preserve and even highlight those aspects of the present program which are good, or, can we be accused of throwing out the "baby with the bath water?"

f. Are the dealings with parents and teachers characterized by openness and frankness? Can we be accused of having hidden agendas, or of refusing to provide all information freely.

g. Do we recognize that there may well be varying levels of acceptance and not push a person who may be willing to "go along" with an idea into a position where he has to take a strong stand for or against the position?

Premise 2: Acceptance or sanction of new practices by teachers and parents is essential if they are to be successful. Therefore, we may really be talking about partnership or at least coalitions.

a. Are there enemies? If so, how can they be identified?

b. How can we avoid the development of the enemy syndrome?

Premise 3: Acceptance of new ideas is greatly facilitated if the persons being asked to accept the ideas have an opportunity to contribute to them.

a. Does the professional feel he has a "corner on the market of ideas?"

b. How can useful ideas be generated from the teachers and parents?

c. At what stage must ideas from parents and teachers be solicited?

d. Is group conceptualization better than the individual who works out an idea in detail?

Premise 4: When a number of persons are invited to discuss a plan, to generate a plan, or to contribute ideas for formulating a plan, conflict will develop.

a. Is such conflict good or bad?

b. Should conflict be reduced, eliminated, controlled or managed?

c. What should be the goal of the professional regarding this conflict?

Both groups seemed to want to reduce the problem to one of communications. However, they recognized the problem as a complex one and soon began to focus on ways to overcome the enormous and devastating gap which exists between the professionals and the community. Several specific suggestions were made with examples cited to document the suggestions. The major suggestion underlying almost all other was the need to begin the involvement process early, before plans were finalized and any binding decisions made. Otherwise, the efforts in developing communications would most likely be received as defensive rear guard type maneuvers. Suggestions included the following:

1. It helps to bring in neutral agents who talk at the same time in the same meeting with persons representing all of the various interests.

2. It is important to eliminate half truths. "Tell it all", even though it takes more time and may be a bit uncomfortable.

3. Self selection is the best way to determine who will participate, especially in the cases of parent or community participation. Professionals should not select the non-professional representatives.

4. A local community board, made up of truly representative parents and community members, can be of tremendous help in gaining parent and community acceptance of a program. Actually in small communities, the local school board can serve this function.

5. Children in the community, organized into troops (Boy Scout or other) can play an important role by delivering communications to parents and other residents.

6. Participation is increased and commitment enhanced if roles for parents and teachers can be established to which is assigned both accountability and responsibility for thoughts and decisions. Pure advisory roles become less and less attractive as time wears on.

7. Experiments are badly needed in which local communities are given an opportunity to run schools. This can be done on a pilot basis, perhaps during the summer. Parents and other residents need actual experiences wherein they are responsible and accountable. These experiences are essential for responsible participation and cannot be obtained in any other manner.

8. A readiness for parent-teacher-administrator collaboration is often facilitated by sensitivity training sessions.

9. The professional should reconsider the advisability of always asking parents to come to the school; small group meetings of parents and other residents in homes, at which professionals attend, may in the early stages of involvement, be more successful.

10. We need drastically new ways to train our teachers so they will be more relevant and will want to remain in the ghetto. One example cited was the Rochester, New York experiment which recruited college graduates from southern states to participate in a combined training-internship program. It appears that one of the biggest deterrents to the development of new community-school relationship is the unending arrival, at the doorstep of public schools, of new teachers trained by outdated conservative colleges and universities.

11. We must expand our notions about involvement and the obtaining of acceptance of new practices to include students. Students are the ones

most intimately affected by the practice; they may have the most to contribute; they also stand to lose the most if the program is not effective. They are becoming organized and will soon be able to block programs they do not support.

12. The concepts of community involvement and the need for new programs to be sanctioned by parents, teachers, students, and the community, suggests new roles for the school administrator and the school board. In performing these new roles, the professional must not expect the black community to be any more homogeneous in its thoughts than is the white community.

13. A new model is perhaps necessary which will help to clarify the roles and relationships for this new era of involvement. One was suggested by the consultant, Dr. Congreve, which would expect the community to accept major responsibility and accountability for determining the goals and purposes for the school, for providing sanction and support, and for assessing the effectiveness of the school. The model would expect the professionals to accept major responsibility and accountability for designing a program to attain the goals and purposes and for implementing that program. In those instances where the community is to be held accountable, professionals shall provide technical assistance and advice; in those instances where the professionals are to be held accountable, the community (parents, students, residents, others) shall provide technical assistance and advice. Dr. Congreve pointed out that this model is being refined and hopefully can be tested in The Woodlawn Experimental Schools Project now underway in Chicago.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

BUILDING ACCEPTANCE OF NEW PRACTICES BY TEACHERS AND PARENTS

Consultant: Sam Hamerman, Los Angeles City Schools

After some preliminary discussion concerning the meaning of the topic to be discussed, both groups agreed to accept that the charge given was "How Schools Can Become More Sensitive to the Expectations and Needs of Both Community and Teachers so That Both Could Become a Part of the Policy Making Process." The policy-making process was further identified as including the design, development, implementation, as well as the evaluation of any program or project. Furthermore, rather than to list promising practices relative to teacher-community acceptance, it was felt by both groups that some of the issues should be clarified. The belief was expressed that schools generally were not ready to accept community involvement unless forced to do so by the community itself.

There were several delegates present who represented districts that have assigned schoolmen to engage in community activities so that both the community and the school could be brought into closer relationships. It is interesting to note that these discussions represented a variety of districts, both large and small, which were located in various regions of our country. All reported that once they began working with community groups, they were held in distrust by the administration in the schools. They expressed a view that they were being viewed as anti-school and that their suggestions were generally ignored. Some commented that their only defense was, in fact, to identify completely with the community, Others, however, expressed their frustrations and deep concern about the lack of sensitivity and awareness of many school people. A great majority of those present (there were 34 in both groups) agreed that the schools were in fact a "closed system" that reacted only to pressure.

Concern was also expressed relative to the inability of the schools to identify the term "community." No one delegate was certain whether his school district was involving the community or a small, but highly vocal group. The inability to sense a consensus on the part of the citizens of any community was also expressed as a concern. The conflicting demands of various factions of the Black community were identified as a major inhibiting factor in bringing about greater understanding.

If schools are to effect greater acceptance, it was agreed that they must:

1. Increase citizen involvement on a scale massive enough to have an impact on the citizens of the area

2. Increase the tolerance level of the schools to react to confrontations with the community. This could be accomplished by providing intensive in-service education on school time for both administrators, teachers, as well as the non-certificated personnel. It was pointed out that the lack of providing in-service education could result in teachers rejecting community involvement as grass roots meddling in professional affairs and could have the result of creating more hostility.

3. Work with the colleges to provide pre-service training experience for would-be teachers in order to make these candidates more aware of the situation in the inner-city classroom.

Other general comments of note included the following:

1. That the process of involving people often becomes more important than mere efficiency.

2. That the community must see the results of its efforts. Its suggestions should be reflected in the final plan.

3. That there must be flexibility in programing by the schools. Each community needs to see that the needs and orientation of the local community are reflected in the school curriculum. There is no such thing as a city-wide articulated curriculum.

4. That Citizens' Advisory Committees should be given some direction, and care must be taken early in this program to clearly define the scope and authority of these committees. Care must be taken not to build false expectations. Nevertheless, the community must not be given the impression that these committees are merely a rubber stamp.

It was pointed out by a number of delegates that in-service training is an important element in this process. In providing in-service education to community people who serve on Citizens' Advisory Committees, care must be taken that the staff does not overwhelm them with data. This last is sometimes looked upon as a form of brainwashing by community and school person alike.

Finally, in involving community, as well as teachers, the schools must take risks.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

PRESERVICE AND INSERVICE NEEDS OF INNER CITY TEACHERS, DEVELOPING EMPATHY AND UNDERSTANDING

Consultant: Dr. Dwight Teel, Milwaukee Public Schools

The two discussion groups dealing with this topic included approximately 30 persons.

Illustrations of representative inservice programs for inner city teachers were given and served as a source for such questions as the following which guided the discussion:

1. How are the inservice programs determined; how is the community involved?
2. How can teachers be prepared to diagnose needs and prescribe treatment?
3. What value does sensitivity training have?
4. Is one of the teacher needs to understand the forces back of current protest, the means of community expression, and how to communicate with militants in a constructive way?
5. How can college seniors be brought to understand the inner city child so that as beginning teachers the following year they aren't predestined to fail?
6. How many teachers on a staff should be involved in teacher education activities in order for the activity to have an influence in the school?

Examples were given of the community being involved in some cities in determining the content of inservice programs as well as in conducting the programs. Other examples referred advisory committees in Model Cities projects and project advisory boards serving groups of schools.

Examples were given of money being alloted on a per pupil basis to local advisory groups. The resultant uses of the money in such cases appeared quite sound and compatible with other school system expenditures.

Examples were given to illustrate the sophistication which community groups develop in establishing goals. Teachers need to be a part of this.

The problem of involving universities was aired with limited optimism of successful results. At least one group member reported successful relationships with universities in teacher education.

The problem of State laws sometimes blocking local involvement was mentioned briefly.

There was emphasis on the fact that we have quite limited information as to what inner city teachers really need. It was suggested that, given an opportunity for another such conference, we might concentrate on a set of working hypotheses rather than on problems.

Neither group had time to come to grips with the complex problems at hand; more time would have been required to work through the problems and formulate any sort of tentative suggestions. Nonetheless, the group discussions seemed to have a satisfying affect on participants.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

MAKING VOCATIONAL-TECHNICAL EDUCATION RELEVANT

Consultant: Dr. Arthur Lehne, Chicago Public Schools

The two sessions at the Central Cities Conference on "Making Vocational-Technical Education Relevant" produced some very interesting outcomes. The first session included about 10 program director types plus a superintendent. The second session of about 16-18 people, included a very broad segment of black and white administrators, looking for new ideas. A number of very exciting outcomes were brought up at the meeting. The discussions were lively. The format you suggested of a 10-minute introduction stimulating period really did the trick. The participation was good.

Here are some of the main points that came out:

1. Ways should be found of counting a student as a member of the school during an intermediary period when he may be out working full time on a job.

2. Provision should be made for related instruction to make it easy for the student to re-enter full or part-time educational programs.

3. General curriculum should tie in with occupational objectives as a means of motivating students in the inner city. For example, measurement must be related to job needs, and, in this context, students would listen and become excited about their education.

4. The report on the educational and vocational guidance centers by a Chicago representative, Dave Helberg, was exceedingly well received as an important component of a Central Cities Project.

5. The general feeling is that general education today has become an endurance contest which the youngster must endure from K-12 grade. It just isn't the "bag" for the inner city youngster. Ways must be found to make the changes that can come about through occupational education.

6. We discussed the fact of relevancy of the four-quarter plan being developed in Atlanta, Georgia. Through this plan, the student would work for at least one-quarter during his high school career. The student would be at a training station. The wonk could be volunteer or paid work.

7. The plea was made to have Central Cities schools open during the evening so parents could come in and take just what they need without making a commitment to a long-term course.

8. There was strong feeling that all education is occupational; that the term, occupational, or vocational, to the inner city parents and to students really means to many that the school has failed to teach black students those things which will make it possible for them to go on to college, and, are, therefore, substituting a less than desired offering.

9. The decision was made to try to have occupational education as the very basis of a regular education program. Great interest was expressed in the Industrial Arts Curriculum Project. A number of cities are now experimenting with this. It seems to fill a real need in that it is a program for all children. Parents are excited about it. The emphasis is on acquiring concepts to help make career decisions, to help understand the construction industry and manufacturing process industries.

10. Several major ideas about teacher training were brought up; that is, have vocational teacher aide positions in schools to help develop potential teachers under the tutelage of a master teacher. This is a direction Chicago is now developing through the aid of the Great Cities Research Council in the VIPS program.

11. There was general concensus that early involvement through career development patterns as low as the 4th, 5th and 6th grade level is desired; job placement, cooperative education programs were important directions for the schools to take, and that there must be a commitment for the school to provide to the learner and to society a product with skills and with the ability to grow and develop.

12. In the area of evaluation, there was feeling that we must begin to establish objectives that can be measured so that we can determine our progress, so that we can alter our directions, and we can be assured we are moving.

The thread throughout the discussion sessions was that of community involvement, business involvement, and industry involvement with the school in making vocational and technical education relevant.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

CHANGING PRACTICES IN INSTRUCTION OF INNER-CITY CHILDREN

Consultant: Dr. Carl Byerly, Detroit Public Schools

Parlor C was filled to capacity for both sessions. The discussion was lively and almost everyone participated. Community representatives took an active part in the discussion, although they were greatly outnumbered by professionals, some of whom tried to dominate the meeting.

IDEAS DISCUSSED:

1. Teacher attitudes have a great influence on effectiveness of instruction
   a. Pre-service education very inadequate in this respect
   b. Teacher Corp programs are promising and proving effective
   c. Much more individualization of instruction is needed
   d. Parent and teacher need to cooperate; support beyond the hours of school is necessary. School people should visit homes

2. To the question, "When do we want change--at what level," the group agreed that pre-school and primary education was crucial

3. School should make greater use of the community in its curriculum

4. Community involvement should include:
   a. Tutoring in non-school sites
   b. Required in-service education of teachers should include orientation to school community
   c. New para-professional personnel should be added to staff
   d. Field trips including parents
   e. Reading centers, etc.

5. Problem identified of getting fathers to participate and of the over-burdened mother who just can't participate in cooperative endeavors. This kind of parent wants to leave everything to the professional without recognizing the importance of the role they play in the education of their children

6. School principals (and other school officials) need to be re-educated to know how to cope with community involvement

7. Local control -- decentralization -- was offered as a way to get community and parent participation.

N. B. Although the introductory remarks of the chairman suggested that discussion could concern specific subjects like reading, math, vocational education, etc., neither group chose to discuss subject areas. Consequently, "Changing Practices in Instruction" *per se* received scant attention; but "community involvement" received much attention.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

EARLY CHILDHOOD EDUCATION AND FOLLOW-THROUGH

Consultant: Dr. Arthur Enzmann, Detroit Public Schools

The meetings were attended by a wide variety of professional personnel ranging from non educators working in OEO central offices to early childhood teachers. A very stimulating discussion on the extent of parent involvement versus, or in cooperation with parent control took a large portion of the meeting. On the whole, the participants felt that we should move rather slowly in developing community control on all aspects of the program. Several of the educators felt that when the community exerted direct control of curriculum, we might run the dangers of ill-advised action being taken on the basis of an emotional review of the situation rather than an objective analysis of the facts. For example, our urgent desire to teach all children to read might lead us to the conclusion that if we start a formal reading program earlier and earlier, we would develop better and better readers. Professional judgment would look upon this decision with a great deal of skepticism. The group, therefore, appeared to feel that professionals must offer guidance leading toward decisions based upon their professional preparation.

The discussion proceeded to the area of teacher responsibility, which interpretated in a positive way seems to mean an acceptance on the part of teachers of their responsibility to use their professional knowledge to the fullest extent in helping children.

Some of the discussants described various projects that were going on in their local school districts. These varied greatly in scope and intensity. Several persons acknowledged that they were less than satisfied with results attained in some of their projects and were in the process of revising them.

We discussed briefly pros and cons of various model programs in early childhood education. These models on the whole were those supported by the Office of Economic Opportunity in Project Follow Through and Project Head Start.

Central Cities Conference

Detroit, Michigan - October 9-11, 1968

DEVELOPING RELEVANT TECHNICAL-VOCATIONAL EDUCATION

Consultant: Theodore Herklotz, Cincinnati Public Schools

RELATED-VOCATIONAL-ACADEMIC EDUCATION

Considerable discussion was given to developing a procedure wherein Vocational-Academic Education would live within the same family (not apart) and totally educate pupils to meet the demands of today's occupational-educational requirements with a combined point of view. (Cincinnati "Gemini" concept was offered as a possible solution.)

VOCATIONAL EDUCATION - YEAR 2000

Speculation from many of the participants identified concern that by the year "2000", only 10% of the total population would be working. If so, "what does this do to current vocational education concepts?" What procedure must be developed to train the 10% working class, 90% non-working class.

DROP-OUT vs. HIGH SCHOOL GRADUATE

Many participants reflect considerable concern that under the present "nation-wide" academic educational philosophy, there is little or no difference between the 8th grade "drop-out" and the 12th grade graduate as related to job or occupational preparation. This concern is compounded if one subscribes to a theory which states: approximately 50-60% of the total nation-wide student population will not go to college or will not be successful in college.

SPIN-IN, SPIN-OUT - FLEXIBLE VOCATIONAL EDUCATION

Many of our "tracked" vocational programs throughout the nation today require rigid pre-vocational orientation, then dedication to large "locked-in" blocks of time, grades 11-12.

Many of the participants felt these demands to be rather severe and dated. The occupational market of tomorrow demands "flexible" training in our schools today. Hence, one procedure would be "spin-in - spin-out" students operating at their own speed and level; e.g., when finished with one program, move or spin into another program. Further suggestion indicated need to involve industry and educational specialists in up-dating curriculum materials into "programmed curriculum" designed to handle the individual difference and training needs of each student. Also, using the "Educational Cluster Concept," programmed curriculum material would be further developed to lead in the "spin-in - spin-out" philosophy with little repeat or duplication of training time or concept; that is, the "spin-in - spin-out" concept in preparation for an occupation in the graphic (printing) and drafting industries within one training period.

INDUSTRIAL CONSULTANTS

Discussion related to involving industrial personnel in the classroom different from what has been done in the past in that; i.e., consultant would place emphasis on developing "student motivation."

NO CHILD LEAVES SCHOOL WITHOUT "WORK EDUCATION"

The statement, "general education leads to general unemployment" was voiced. Discussion led to a sincere belief on behalf of the participants that every student (boy or girl) should have training for occupational employment.

Operating in concept, similar to a funnel, possibly grade 7 would be at the wide end or mouth, thus narrowing as the student enters junior high school and further narrowing in high school.

The term "narrowing" would refer to: from broad occupational orientation concepts (early years) to actual occupational training concepts grades 10-12 inclusive.

In reading over my notes related to the comments of the participants attention was given to bring forth ideas which appeared to be new in content.

Therefore such topics as: "The Counseling Problem," "The Drop-out Situation," "The Public," and "The Teacher-Parent," although mentioned and in some cases discussed at length, revealed nothing new in relationship to a unique solution, hence no lengthy comment necessary.

SUMMARY OF SEMINAR DISCUSSIONS RELATED TO COMMUNITY PARTICIPATION AS A VITAL ELEMENT OF CENTRAL CITIES PROGRAM PLANNING

The process of educating youth in America has developed with emphasis on two principles:

1. Local control
2. Parental rights and responsibilities in shaping and supporting educational programs

As the population and school systems have grown, the degree of parental and community involvement has declined. Increasingly, professional personnel have become responsible for educational decision making. Renewed interest in more active and meaningful involvement of the community in school operations is becoming evident throughout the country. A more intensive partnership between school and community, working cooperatively in serious quest of improved education for youth holds promise of developing educational systems with greater capability to enable youth to become better educated.

PRINCIPLES INVOLVED IN ATTAINING MEANINGFUL COMMUNITY PARTICIPATION

1. An "Out Reach" strategy on the part of schools may be necessary to attain meaningful community participation.

2. Time and personnel are necessary ingredients to successful community participation in school operations.

3. Involvement of community in early planning stages is important in sustaining interest and support of community.

4. Superficial advisory, after the fact or rubber stamp roles generate community resentment.

5. A basic honesty on the part of both school administration and community representatives must characterize relationships.

6. Schools may have to go through an evolutionary process in developing productive community involvement.

   Phase I: Increase information flow to parents and community

Phase II; Maximize channels of communication from community to school.

Phase III: Involvement of parents as employees, volunteers and committee participants at each school level.

Phase IV: Delegation of decision making powers.

7. Instant or push button community involvement does not work. In attaining meaningful community involvement it is important to go through a process that provides an opportunity to solve minor problems as they come along rather than engaging in conflict and confrontation as an aftermath of polarization.

8. Meaningful community involvement can be a new operational style to strengthen education rather than a tactic to maintain status quo.

9. Before community is involved in planning, clear guidelines and understandings of responsibilities must be established.

ISSUES RELATED TO COMMUNITY PARTICIPATION

1. Demands for community participation are generated by dissatisfaction with the schools present competence to improve achievement levels of students. Sentiment is growing to the effect that schools must be accountable for the quality of their product. One of the major objectives of community participation from the standpoint of residents is to improve achievement of students. How can the community be involved productively in the attainment of this objective?

2. Various sections of the country are confronted with different levels of demand for community involvement in school decision making. In some areas, advisory status has met with parental satisfaction. In other areas demands have been made for power to control finances employment. A realistic assessment of each school systems situation is basic to development of long range plans.

3. How can appropriate representation be attained to tap the true desires of parents and community groups?

4. Laws of the states related to fiscal procedure, teacher certification, minimal standards and contractual agreements with teachers influence

the possibilities for delegating the power and responsibilities in many aspects of school operations.

5. Through mutual efforts involving community participation, appropriate mechanisms must be developed to insure orderly procedures for resolving differences in positions represented by various community interest groups.

6. As community participation in school operations increases, relationships with current forms of community participation (PTA - Interest and advisory groups) may have to be re-evaluated.

7. The competence and interest of parents as contributing partners should be recognized. Retraining of school personnel will be necessary to sharpen skills in working cooperatively and effectively with community participants as equal partners.

PARTICIPANTS CRITIQUES OF THE CENTRAL CITIES CONFERENCE, DETROIT, MICHIGAN

Participants attending the Central Cities Conference in Detroit on May 9-11 were asked to respond to the following question at the close of the conference: "Segments of the Conference Program which were of Particular Significance to you."

Among the various aspects of the conference, those considered most significant by the participants were the small group meetings, involvement of community representatives, well qualified consultants as group leaders, the Detroit panel and Dr. Drachler's comments, Dr. Aaron Brown's Keynote Address, Dr. Lessinger's address, non-structured discussion with other participants, Dr. Smith's Summary Statement, the General Session chaired by Mr. Johnson, the friendly and cooperative participants, a well planned conference, and all the general sessions.

Of particular interest to the participants were Dr. Brown's address, the effectiveness of the small group meetings, the desirability of involving community representatives, Dr. Drachler's comments and the Detroit Panel.

The following are typical statements quoted from participants' critiques.

> "some excellent consultants"
>
> "thoughts expressed by Dr. Drachler and Dr. Brown"
>
> "Leon Lessinger's remarks - excellent"
>
> "good contribution of community people throughout the conference"
>
> "the leveling in honest appraisal by the 'experts' who were on the program, i.e. Dr. Chuck Smith, Dr. Hugh Scott, etc."
>
> "small discussion group sessions on Thursday morning"
>
> "discussions with other program participants - non-structured"
>
> "qualified consultants as group leaders"
>
> "session chaired by Mr. Arthur L. Johnson"

"well planned, potent and enlightening"

"Aaron Brown's presentation documented many current views"

"the keynote speech, reports on Detroit experience, statements by laymen"

"small groups - some chance for exchange"

"Dr. Drachler's deep concern for the problems of the entire establishment"

"the practical suggestions made in Dr. Brown's presentation"

"Issues related to community participants"

"the extent to which some groups of the community were involved"

"The opportunity to hear from the professional educators who have been where we must go"

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FINAL REPORT
Project No. 7-0715
Contract No. OEC-3-7-070715-3048 (010)

GREAT CITIES RESEARCH COUNCIL EDUCATIONAL COMMUNICATIONS PROJECT

Mr. Alva R. Dittrick
Mr. Jack I. Marcussen
The Research Council of the Great Cities
Program for School Improvement
4433 West Touhy Avenue
Chicago, Illinois 60646

February, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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February, 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such project under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
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INTRODUCTION

The Research Council of the Great Cities Program for School Improvement is an organization of sixteen large city school districts; a not-for-profit corporation dedicated to the improvement of education in the Great Cities of the nation. Its purpose is to conduct studies of unique problems faced by the Great Cities in their effort to meet the comprehensive public school needs of their citizens, to coordinate projects designed to provide solutions to these problems, and to sponsor the carrying forward in practice of the results and findings of studies to promote school improvement in the cities. The affairs of the Research Council are governed by the Board of Directors. Membership of the Board includes one member of the Board of Education and the superintendent from each participating city. The Board of Directors convenes twice each year. Between the semi-annual meetings of the Board of Directors, the Executive Committee is empowered to manage the affairs of the Research Council. In addition to seven members elected by the Board of Directors, the Executive Committee includes the President, Vice-President, Secretary-Treasurer and the immediate past President of the Research Council. The Research Council staff, under the direction of the Executive Vice President, organizes and coordinates the study activities of the Council. Committees consisting of the staff representatives from each city are organized to serve in the planning and continuation of various study areas that are of central concern to the Great Cities.

The report presented on the following pages represents the efforts of many individuals and organizations. The Research Council is grateful for the support of the Bureau of Research, U. S. Office of Education, which funded the project. Our special thanks go to the many individuals in the U. S. Office of Education, Bureau of Research and Bureau of Elementary and Seconday Education who contributed so much to the planning effort of the various phases of the project. Space does not permit individual recognition of these people even though richly deserved. The Research Council is deeply indebted to the staff committees and consultants from the Great Cities and to the superintendents who permitted their released time to work on the project. Again, the number of people who deserve individual recognition is far too great to name here. And finally, our appreciation to the sub-contractors and others who made excellent "first-hand" contributions to the overall effort reported here.

BACKGROUND OF STUDY

Recognizing a void in meeting the many communications and information needs of the public schools in and among their respective cities, the Board of Directors of the Research Council endorsed a plan that would encompass a study of the current status and needs in three communication areas. These included data processing, instructional television and instructional materials. The Bureau of Research, U. S. Office of Education approved a grant to conduct a study of these areas that would begin with a survey of each area or media of communication and ultimately lead to a planning phase to increase the communication capabilities of the cities.

The first phase of the project was initiated in 1967, in the area of data processing. This survey was completed in the same year, at which time the second phase, the planning phase, was begun in that area of study. Concurrently with the second phase of data processing, the survey of instructional television was begun. By the end of 1967, this survey was also completed. Planning efforts for instructional television began in early 1968. In mid-year 1968, the third and final survey in the area of instructional materials was begun and ultimately completed later the same year.

In March, 1968, the Communications study contract was amended to include an experiment in the concept of packaging educational plans for the improvement of education in the cities. This packaging plan required the cooperation of selected large city school districts, their respective State Education Agencies and the U. S. Office of Education. The program became known as the Central Cities Project. The Research Council contract in relation to the Central Cities Project was the providing of consultants in particular areas of expertise to the cities needing assistance in planning their programs. While the need for consultants never materialized, the need for a conference setting wherein all the consultants were available to all the participating cities did become apparent. To meet this need, a Central Cities Conference was convened at Detroit, Michigan, on October 8, 9 and 10, 1968.

THE PROBLEM AND OBJECTIVES

There is an increasing need for functional information systems and for more scientific management programs and practices that can effectively and efficiently utilize these information systems in the development of improved school programs. Traditional methods of educational research and development programs based on past experience cannot fully meet the needs and demands of the rapidly changing social and economic processes of our nation. Thus, the need for a study of the existing state of communications processes in the cities and appropriate planning that can lead to improved processes and educational programs. The objectives of this study are stated as follows:

1. Study the relative status and inventory of present automated information system developments in the membership districts of the Research Council of the Great Cities Program for School Improvement.

2. Survey the present status and needs of instruction as served by instructional television in the Great Cities and to develop guidelines for the improvement and better coordination of the use of ITV in the Great Cities.

3. Survey the present status and needs of instructional and resource materials in the Great Cities to develop guidelines for the improved use of and development of such materials in urban education.

4. Provide appropriate planning activities related to coordinated efforts to develop a total communications capability to facilitate the: (1) utilization of research, and (2) applications of multi-media for instructional improvement and communications.

5. Provide consultation to selected large city school districts preparing packaged educational plans in cooperation with their respective State Education Agencies and components of the Office of Education.

The attainment of the above objectives should enable the Great Cities schools to plan communication research and development activities which will lead to:

1. Improved administration and management

2. Improved instruction and pupil services
3. Improved operational efficiency and effective communications
4. Improved capability for research at all levels in all areas of need
5. Improved use and development of resource and instructional materials in urban education
6. Improved coordination and use of ITV
7. Improved program development relating to racial equality
8. Providing designs for cross funding of urban educational projects among a variety of agencies
9. Utilizing the experience and competence available to the "Great Cities" to other non-member urban school systems
10. Facilitate dissemination and utilization of the knowledges gained through the activities associated with this contract

METHOD

The entire Communications Project was divided into four phases of activity. The first phase consisted of three separate surveys of the status and needs of the Great Cities in the three communications areas; data processing, instructional television and instructional materials. The techniques utilized in each of these studies are described in the accompanying reports (Exhibits A, B, and C). The data processing survey was conducted by the Benjamin C. Willis Educational Services, Inc. of Chicago, Illinois. This study consisted of an investigation of computers and their related applications in the Great Cities school districts. Specifically, the data processing study was designed to:

1. Inventory computer and related hardware including that on the floor, on order, rented, leased, contracted or made available by other arrangements.
2. Survey information systems personnel including number and type of staff by position, personnel and training characteristics, sources of manpower supply utilized and other related information.
3. Analyze the degree of development, scope and depth of data, files and machine programs, housekeeping routines, format compatability and related information of operational programs and systems. Areas of information regarding pupil, personnel, facilities, finance, program and school-community characteristics will serve as primary focus for the study.
4. Identify the utilization of system output; i. e., what is produced, what persons, groups or organizational units receive it, what use is made of the information furnished. Also, the variety of applications and services assisted by the school districts computer capability.
5. Inventory and describe applications of computer programs to facilitate required information for Federal Programs.
6. Analyze fiscal requirements of present and projected E. D. P. operations, sources of revenue used, budget allocations approved, percent of total and other budget categories utilized for support of operations and such other information as will aid in describing the cost basis of computerized information activities in the school districts.

7. Briefly survey the current validity of data in files, productive and process error rates, extent of file contamination and other information necessary to the maintainence and control of valid and reliable information handled by the systems.

8. Survey methods of permanent record storage, file security and criteria used to control the distribution of management.

9. Inventory the extent to which present school district computer applications and file data are used in the districts.

10. Inventory publications, training documents, guides and computer print-outs for organizational documents produced or used by the districts in association with their computer and systems activities. Included will be materials designed for instructional applications for courses utilizing the computer or associated hardware as well as those focusing on computer occupations.

11. Inventory and describe school districts in-service training programs and special activities for school district staff members in the information systems area with special reference to computer and associated hardware applications.

12. Describe and analyze the organizational and structural pattern of computer systems operation within the school districts; special reference will be given to authority-responsibility, general and differentiated function relationships. Included will be a survey of staff attitudes toward function, organizational relationships and leadership relative to computer services and information systems operation.

13. Such other information as deemed necessary and appropriate.

The second survey conducted under the Communications contract was the instructional television study. This study was completed by the Fund for Media Research, Inc., Chicago, Illinois, who served as the sub-contractor. The survey encompassed an inventory of the kinds of television facilities in operation, e. g., open circuit broadcast, closed circuit and Instructional Television Fixed Services (ITFS) over 2500 megacycles; production, transmission and receiving equipment and their uses and television programming and costs. Also considered were some of the constraints that affect the contribution of instructional television to the schools. The primary survey method in this study was the interview technique. A total of 466 interviews were conducted in connection with the study. Detailed methodology can be found in the accompanying report. (Exhibit B)

The concluding survey of phase I activities of the Communications Project was the study of instructional materials, programs and media. This survey, completed under sub-contract to the Detroit Public Schools, consists of an annotated bibliography or directory of existing instructional programs, practices and materials developed locally by the Great Cities. Data were collected by means of a questionnaire, an interview and a data card. Annotations were entered on the data card for each project or program along with other pertinent information. The data cards were sorted into general instructional areas for final editing into a survey report.

Phase II of the Communications Project called for the formulation of task forces or planning committees in each of the communications areas. Their focus was to be centered on the significant problems related to the development of an adequate communications system within and between member school districts. Representation on the task forces was composed of staff members of the Great Cities school districts. Consultants were utilized on an as-needed basis. The purpose of the task forces was to seek agreement by the leadership of the Great Cities school districts on matters of issue, on priorities among problems and needs, and on courses of action.

An Advisory Committee of Superintendents served to oversee the efforts of the task forces and would meet when necessary to consider the over-all planning aspects of the communications areas under study.

Each task force included a steering committee of not more than five task force members. Each steering committee was to coordinate the work of its task force with the sub-contractors conducting the various surveys and were available to the sub-contractors to assist in writing of the final survey reports. The chairman of each task force also served as chairman of the steering committee for that group.

Phase III of the project was to provide for over-all planning sessions designed to facilitate a communications system concept. The planning sessions were aimed toward seeking approval of the governing body of the Research Council to approve recommendations that would permit the various committees and the Research Council staff to pursue ways and means of fulfilling the initial objectives based upon the findings of the studies.

A final phase was amended to the original Communications contract that would provide for the furnishing of consultants and advisors to state education agencies, selected urban school systems and components of the U.S. Office of Education cooperating in the planning and development of a package of plans to meet educational needs in the cities. Specifically, the member cities of the Research Council would provide a task force of personnel to serve as consultants on an on-call-basis to the several agencies engaged in the cooperative packaging effort. The task force members would serve to interpret and integrate the findings obtained under the activities of this contract to programs in: (1) early childhood education, (2) individualized instruction, (3) staff development, (4) parent education, (5) community involvement, and (6) research and evaluation. The task force consisting of at least ten specialists would:

1. Participate in a National Planning Conference scheduled for March 19, 20 and 21, 1968 in Washington, D. C.
2. Be available individually, as teams or as a task force to assist the several agencies in developing demonstration projects to be included in the packaging plan based on the model developed at the National Conference in March.
3. Be available to serve as consultants to group seminars at a conference to be held in Detroit, Michigan, for the participating cities in the packaging program, known as the Central Cities Project.

RESULTS AND CONCLUSIONS

The findings of the three surveys are reported in detail in the accompanying documents. (Exhibits A, B, and C). These reports represent the conclusion of phase I of the project. The second phase, that of organizing three task force committees for purposes of identifying the issues, establishing priorities and making recommendations to the leadership of the Great Cities school districts was carried out.

The Data Processing Sub-Committee met on several occasions to discuss ways and means of arriving at a degree of compatibility in the development of information systems. Hopefully such a system could provide the degree of uniformity necessary to establish a communications capability among the cities for purposes of information exchange and program development. The value of compatible management information systems was recognized by the cities, but not necessarily of the highest priority toward which they should direct their energies. This conclusion was reached when several barriers became apparent. First, it was recognized that many of the Great Cities had developed information and reporting systems at varying levels of sophistication and in incompatible directions. Secondly, each city has developed a reporting system that not only serves the school district but also is in accord with state requirements and information needs. And lastly, it was acknowledged that while these problems are not insurmountable, the cost required to change existing systems were prohibitive for some cities. As a result it was not possible to continue with active planning efforts in the area of data processing at the present time.

The Instructional Television Sub-Committee has continued to function in their planning efforts. After several meetings it was recognized that many of the problems besetting the search for compatibility in data processing also held true for instructional television. As the survey report points out, the commitment and investment in instructional television is so diverse among the cities that cooperative efforts are seriously handicapped. For example, some cities conduct their own television programming; others have no television facilities of their own. In several cities, the use of television is limited to that produced by the community television station. However, some specific recommendations have grown out of the television planning sessions. As a result, the cities will be invited to participate in cooperative program production. They are also being requested to provide information regarding locally developed programs that are available for distribution on a loan, rental or exchange basis to other cities. This information will be collected and compiled into a catalogue of programs available to the Great Cities school districts.

With completion of the instructional materials survey one valuable goal had already been accomplished--the development of an annotated bibliography of locally developed materials, many of which are available to other cities. Through the efforts of the Instructional Materials Committee, the Great Cities have also established a dialogue with two consortia of commercial education-related enterprises. One is a consortium of textbook publishers and the second of educational materials producers. The interaction of these groups with the Great Cities is aimed at increased relevancy of commercially produced textbooks and materials to meet the unique needs of large urban populations. Another result of their deliberations has led the Instructional Materials Committee into an emerging relationship with another committee supported by the Research Council--the Racial Equality Committee. A concentrated effort involving the two committees of the Research Council and the commercial textbook and materials consortia should lead to new dimensions in meeting the socio-ethnic needs of Great Cities school children.

The final phase of the project, the formation of a consultant task force to serve twenty-six cities, their respective State Departments and the U. S. Office of Education in a packaged funding effort for inner-city education, was highly successful. This phase was culminated with a conference in Detroit, Michigan, October 9-11, 1968. The conference was called for the purpose of bringing together the twenty-six cities participating in the Central Cities project in order that many of the problems some cities were experiencing in launching their programs could be aired in a genuine climate of constructive idea exchange and consultant aid. Gearing the conference program to small group seminars and group consultant sessions proved to be most fruitful for the participants. The careful selection and planning of the general sessions served to enhance the total school-community flavor of the conference. This undertaking provided a new and satisfying experience for the community representatives who, in many instances, found themselves in an unstructured and non-threatening discussion with professional educators. One community representative summarized this sense of enrichment in his (or her) written critique of the conference, "The opportunity to hear from the professional educators who have been where we must go." A report of the Detroit Conference activities appears in Exhibit D of the reports.